

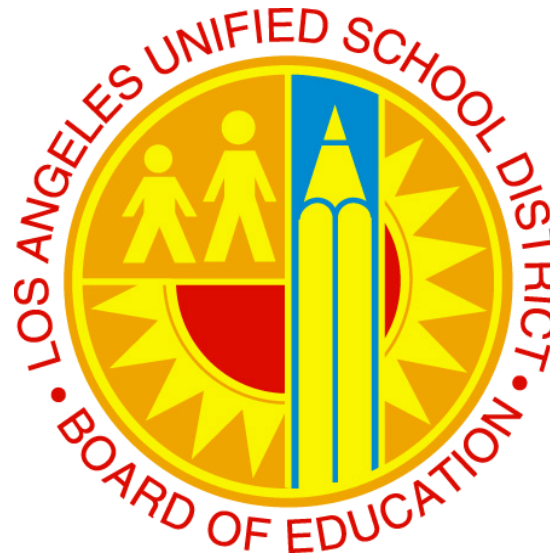
# Los Angeles Unified School District

## *Single Plan for Student Achievement*

**2009 – 2010**

**Year 5+ Implementation**

**Woodrow Wilson High School**



### **Superintendent**

Ramon C. Cortines

### **Board Members**

Mónica Garcia, Board President

Marguerite Poindexter LaMotte

Tamar Galatzan

Steve Zimmer

Yolie Flores-Aguilar

Nury Martinez

Richard Vladovic

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**SCHOOL INFORMATION  
SCHOOL PROGRAM IDENTIFICATION**

School Name: Woodrow Wilson High School	Local District: 5
District CDS Code: 1964733	School CDS Code: 1939859
Initial Year: 2009-2010	

**For additional information on our school programs contact the following:**

Principal: Ursula Rosin	E-mail address: ursula.rosin@lausd.net
Contact Person: Mylene Keipp      Position: School Improvement Facilitator	E-mail address: mkeipp@wilsonmules.org
Address: 4500 Multnomah, Los Angeles, CA, 90032	Telephone Number: (323)276-1600

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

<input checked="" type="checkbox"/>	English Learners Programs (EIA-LEP)	<input checked="" type="checkbox"/>	Special Education/Least Restrictive Environment (LRE)
<input checked="" type="checkbox"/>	Gifted and Talented Education (GATE)	<input checked="" type="checkbox"/>	Title I Schoolwide Program (SWP)
<input type="checkbox"/>	Los Angeles Educational Alliance for Restructuring Now (LEARN)	<input type="checkbox"/>	Title I Targeted Assistance School (TAS)
<input checked="" type="checkbox"/>	Quality Education Investment Act (QEIA)	<input type="checkbox"/>	Title II Professional Development
<input checked="" type="checkbox"/>	School Based Coordinated Programs (SBCP)	<input checked="" type="checkbox"/>	Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/>	School Based Management (SBM)	<input checked="" type="checkbox"/>	Title IV Safe and Drug-Free Schools and Communities (SDFSC)
<input type="checkbox"/>	School Governance Council (SGC)	<input checked="" type="checkbox"/>	Tobacco Use Prevention Education (TUPE)
<input checked="" type="checkbox"/>	Program Improvement (PI)	<input checked="" type="checkbox"/>	Other: Magnet Federal Integration, California Partnership Academies, 21 <sup>st</sup> Century Grant
<input checked="" type="checkbox"/>	Year 5+	<input type="checkbox"/>	LAUSD School of Choice

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:		
	Date	

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.			
Signature		Signature	
_____	_____	_____	_____
Local District Director of School Services	Date	Local District Superintendent or Designee	Date



**School Restructuring Decision for Implementation in Current Year**

The School Restructuring decision is based on the following principles of restructuring: a major reorganization of the school's structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law.

Local District: **5** Name of School: **Woodrow Wilson High School** Date: **1/14/10**

**Directions:** The LEA selects one or more Restructuring Options. Check the applicable box(es). Strategies and activities to support the corrective actions should be described in the appropriate Action Plan(s) and PI Implementation page. Due Date: January 29, 2010

**Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.** (The District must have a Memorandum of Understanding (MOU) with the outside entity to utilize this option.)

- iDesign Partner (Indicate name of partner) \_\_\_\_\_

**Reopen the school as a charter school.** (Schools selecting this option will need to submit a proposal to the Charter Office for approval by the Board of Education.)

**In addition to instituting RtI<sup>2</sup> through the Leadership Team, select one of the other major restructuring options below. Describe the process to implement in the "School Organization and Support Structures" section of the SPSA.**

Reduce class size with Quality Education Investment Act (QEIA) funds       Institute Small Learning Communities (SLCs)

Institute Personalized Learning Environments for Middle Schools (PLEs)       Institute Small Schools

Reorganize school including Magnet Program or  Establish a Magnet       Institute Pilot Schools

Institute Professional Learning Communities (PLCs)

Local District Superintendent:	<b>Roberto A. Martinez</b> _____ Print Name	_____ Signature	_____ Date
Local District Director:	<b>Jesus Angulo</b> _____ Print Name	_____ Signature	_____ Date
Principal:	<b>Ursula C. Rosin</b> _____ Print Name	_____ Signature	_____ Date
School Site Council Chair:	<b>Barry Shanley</b> _____ Print Name	_____ Signature	_____ Date

## School Site Council Composition (SSC)

EC 52012, 52852

	<p style="text-align: center;"><b>Secondary</b></p> <p>In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p>	<p>The membership of the council shall be no fewer than 12 members. *</p>
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Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student
Ursula Rosin	x			Dan Cameron	X		
Barry Shanley		x		Leonard Mayagoitia	X		
Arlene Hayes		x		Valencia Bernard			x
Michael Haynes		x		Patricia Jose			x
Saul Martinez		x		Sophia Lee			x
Mylene Keipp			x	David Coloma	X		

Total number in each column	1	4	1	Total number in each column	3		3
Total number in Part A	6			Total number in Part B	6		

Barry Shanley	Teacher		
Name of SSC Chairperson	Position (e.g., Parent, Teacher)	Signature of SSC Chairperson	Date
Ursula C. Rosin			
Name of Principal	Signature of Principal	Signature of Principal	Date

# Woodrow Wilson High School

## COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent	Staff	
Compensatory Education Advisory	Dan Cameron		x		
English Learner Advisory	Alicia Gonzalez		x		
Gifted & Talented Education Program Advisory	Melissa Garcia			x	
UTLA Chapter Chair or Chapter Chair's Designee	Michael Haynes			x	
<b>Other (list)</b> SLC Lead Teachers	Mylene Keipp			x	
Instructional Leadership Team	Ursula Rosin			x	
Mules Leadership Team	Ursula Rosin			x	
Safety Committee	Roseann Cazares			X	
Attendance Committee	Vicente Lossada			X	

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on: January 14, 2010

Attested: \_\_\_\_\_ Date

Barry Shanley  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Ursula C. Rosin  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**MISSION STATEMENTS AND SCHOOL DESCRIPTIONS**

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.



Wilson High School Mission and Vision

For many decades Wilson’s mission statement stayed the same, even through that last Accreditation visitation cycle. As the school community embraced research-based reform efforts, the mission and vision of WHS began to grow. Throughout the 2006 -2007 school year, the Instructional Leadership PLC crafted several possible mission and vision statements. During the Mule Leadership retreat in the summer of 2006 the mission and vision were refined and shared with the entire school community in the Fall of 2006. Over the past few years, the mission and vision have been refined to incorporate the philosophy of AVID and International Baccalaureate learner profiles. This year a team comprised of faculty from WHS and El Sereno MS worked together to create a shared Mission and Vision.

*The mission of Wilson High School and El Sereno Middle School is to empower all students with the skills and knowledge to become compassionate, inquisitive, principled young people who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service.*

*Our vision is to create an academically rigorous school of international merit where all stakeholders function as a cohesive and collaborative learning community to ensure that all students succeed as knowledgeable, ethical and caring citizens of the world.*

Wilson Mighty MULES (Expected School wide Learning Results)

- Model honesty, integrity, and responsibility**
  - as principled students, citizens, and human beings
- Understand and respect each other and our differences**
  - at school, within our society, and in the world at large
- Listen, speak and act with empathy and compassion**
- Engage in safe activities and healthy relationships**
- Strive for academic and personal excellence**

## Woodrow Wilson High School

### School Profile Description

#### Geographical, social, cultural, educational and economic community base

Located on a hilltop in El Sereno, Woodrow Wilson High School overlooks Downtown Los Angeles on one side and the San Gabriel Valley on the other. The school serves the Northeast Los Angeles communities of El Sereno and City Terrace. WHS is one of six comprehensive high schools in Local District 5. WHS is located on a hilly 47 acres in the El Sereno community of Los Angeles. El Sereno's population consists of 46,837 residents, primarily of Hispanic descent (81%), but also includes Asian (12%), Caucasian (5%) and African-American (2%). Forty-two percent of the community was born outside of the United States, and 12% immigrated within the last 15 years. The median family income is \$36,674 and the estimated median home value in 2006 was \$502,000. The current estimated median home value is \$294, 400. The community is relatively young, with 37% of the population under the age of 21. Fifty percent of the adults over 25 have less than a high school education. Forty percent of children under 17 live in poverty. Like many communities in the city of Los Angeles, El Sereno has a noticeable presence of gang activity.

#### Feeder program and schools

Besides drawing its student body from El Sereno Middle School, WHS also serves a small part of the City Terrace Community. Also, through the two Magnet Schools, students are bused in from all over the city of Los Angeles. Wilson continues to fulfill its commitment to a group of CAP students bused in from Huntington Park High School.

#### Grade levels/school configuration

WHS is a four-year high school serving grades nine through twelve that operates as eight Small Learning Communities (Environmental and Urban Studies, Health Sciences, Performing Arts, Visual Arts, Mules Business Academy, Agents of Change) and two Magnet Schools (Administration of Justice, Jr. Law Police Academy). In the 2008-2009 school year, the school day went from a traditional six-period day to a modified four-by-four block schedule. The benefits of this schedule include the following: teachers in each SLC share common planning time, students take thematic electives every year, and a weekly Family Advocacy System was implemented.

#### SLC descriptions

Each SLC and Magnet occupies its own contiguous space and functions with relative autonomy. The average enrollment for each SLC is 335. Each SLC was created with equity and access for all students. Ninety percent of the students who completed enrollment requests were placed in their first choice. Students were distributed equally based on CST performance, special education status, gender, gifted, etc. The magnets have a separate application process through the district. Our magnets draw from various Los

## Woodrow Wilson High School

Angeles communities, especially South Los Angeles. The magnets have existed for over fifteen years. The enrollment for the Law Magnet is 230 and 135 for the Police Academy. Besides the school-wide Mission and Vision statements, each SLC as well as AVID, has its own statement specific to its thematic emphasis. The mission statements were crafted during the 2006-2007 school year by each SLC. Wilson's Bulletin 1600 for Small Learning Communities was approved by the district in April 2007 and received a million dollar federal grant with the district for SLC identification, offices (administrator, counselor, and teacher collaboration space) and outdoor spaces. The logos resulted from collaboration with a district-selected graphics arts company, Wilson leadership, and students. The Visual Arts logo was designed by one of their students.



Agents of Change (AOC)

Create experience for social justice ideals to become reality in the world of public service and strive to empower students and others as agents of change for today's local and global issues.



Environmental and Urban Studies (EUS)

A joint venture of two California Partnership Academies: Natural Resources and Environmental Science Academy (ESA) and the Transportation Careers Academy Program (TCAP) that focuses on environmental issues in our urban setting and in transportation industry.



Health Science (HS)

Prepare students for today's growing medical service needs to understand and participate in health-based experiences.

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### Mules Business/ Technology Academy (MBA)

Acquire practical knowledge, skills, and hands-on experience to prepare for success in business and/or computer ventures and further study in business, computer science, or related fields.



### Performing Arts (PA)

Providing students with a performing arts based education to develop their talents and gifts in theater and/ musical arts.



### Visual Arts (VA)

Provide students with a visual arts based education to develop their talents and gifts through printing, sculpture, or other media.



### Administration of Justice & Law Magnet

The Administration of Justice and Law Magnet is designed to provide opportunities for students to explore the vast array of professional careers related to Administration of Justice and Law. In our working courtroom, students participate as jurors in actual juvenile trials. Recent Law Academy graduates are now earning degrees at many of the most prestigious schools in the country, including Harvard University and its Kennedy School of Government, UC Hastings Law School, Howard Law School, UCLA and its Graduate School of Engineering, Stanford, UC Berkeley, University of Chicago, University of Michigan, Georgetown University, USC, UC San Diego, and Smith College, among others.

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### Police Academy Magnet

Students in the Police Magnet can look forward to a structured, disciplined, college preparatory curriculum with an emphasis on morality, ethics and community service. The Police Academy Magnet sponsored by the Los Angeles Police Department prepares students for both college and police academy entrance. This academy is especially for students interested in exploring the wide variety of career opportunities in law enforcement.

Data played a large role in the creation of Small Learning Communities (SLC) at Woodrow Wilson High School. Using 1,900 student enrollment forms submitted by Wilson students, Wilson staff collaborated with personnel from our partnership with First Things First, to create tall, equitable and pure Small Learning Communities. The partnership lasted from August 2007 to December 2009. The SLCs are tall because they include grades 9-12. They are equitable because special education students, English Language Learners, and gifted students were distributed through the communities. Seventy-seven percent of all students submitted preference forms. Ninety percent of the students who submitted enrollment forms were placed in their first choice. Factors like current grades, cumulative records, and current counselors provided criteria to determine second choices. The table below shows the current distribution of students.

### How the school community will work together to establish and promote the culture of the school and description of Professional Learning Community (PLC)

Wilson High School has been doing the thoughtful and difficult work of creating new structures for student achievement through Professional Learning Communities and Small Learning Communities. The Professional Learning Communities have brought about increased collaborative structures since 2006. The current principal started as an Assistant Principal over instruction and began the PLC journey through the Wilson Instructional Leadership Team (WILT) of administrators and coordinators. Next, the Mule Leadership Team grew from the WILT to include department chairs, lead teachers, union leadership, parents, and clerical staff. The MLT was instrumental in crafting the first collaboratively crafted mission and vision statements at Wilson, analyzing successes and pitfalls, creating a foundation for contiguous space, and determining a road map for professional development. Then, a department chair PLC met monthly to collaborate on the creation and refinement of professional development materials. Since 2007, an SLC Lead Teacher PLC began meeting twice a month to reflect on best practices (using instructional strategies) for SLC growth in terms of instruction, thematic connections, and personalization for students.

Common Planning Time during the school day allows Small Learning Community members to meet twice each week, as opposed to once a month after school at most sites. Since each Small Learning Community met during the school day, the MLT suggested that 95% of the after-school professional development sessions be used for departmental tasks. Thus, the number of departmental sessions doubled from previous years. Departments also began using professional development time to focus on

## Woodrow Wilson High School

curriculum maps, common assessments, and other instructional tasks. With the influx of collaborative opportunities on campus, the faculty saw each other's strengths, weaknesses, personalities, and beliefs through these increased interactions. The long-term benefits of implementing and sustaining collaborative norms and practices at schools may be well worth the price for developing and nurturing life-long learners. Wilson administration has been dedicated to the well-researched conclusion that teacher collaboration is a vital component of student achievement. Even with the strides in building faculty and staff efficacy and interdependence, our student achievement data shows critical areas of need for increased craftsmanship and resourcefulness of faculty to implement targeted instructional strategies.

### Poverty level

WHS currently has 1416 Title I students. Approximately %73 of WHS students qualify for federal lunch programs.

### Parent Education Levels (as reported on STAR)

Percentage with a response*	49
Of those with a response:	
Not a high school graduate	43
High school graduate	33
Some college	16
College graduate	6
Graduate school	2
<i>*This number is the percentage of student answer documents with stated parent education level information.</i>	
Average	1.92
<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	

### Student enrollment figures/trends and racial and ethnic make-up of the student body

Enrollment over the past three years has steadily decreased. This school year we have averaged about twenty fewer students each month.

Year	Student Racial Ethnic History														Total
	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2008-09	8	0.3	106	3.9	12	0.4	0	0.0	44	1.6	2571	93.5	10	0.4	2751
2007-08	10	0.4	115	4.0	11	0.4	2	0.1	40	1.4	2650	93.2	16	0.6	2844
2006-07	5	0.2	126	4.4	12	0.4	2	0.1	43	1.5	2677	93.0	15	0.5	2880

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### Language make-up of the student body

There are some students in English as a Second Language courses at Wilson. There are three teachers who teach ESL classes on campus. There are currently 164 Initial Fluent English Proficient, 1,068 Re-designated Fluent English Proficient, and 394 English Language Learners. The largest group of English Learners speak Spanish. The demographic of the Hispanic/Latino subgroup as the largest group mirrors the whole school data for enrollment.

Current EL Data: 2008-09										
Grade	Armenian	Cantonese	Korean	Farsi	Filipino	Russian	Spanish	Vietnamese	Other	Total
9	0	3	0	0	0	0	188	1	0	192
10	0	2	0	0	0	0	113	1	3	119
11	0	2	0	0	1	0	91	1	0	95
12	0	1	0	0	0	0	97	0	0	98
UG	0	1	0	0	0	0	97	0	2	100
TOTAL	0	9	0	0	1	0	586	3	5	604

Like the school wide trend for enrollment, EL numbers have decreased over the past three years.

Historical EL Data										
Year	Armenian	Cantonese	Korean	Farsi	Filipino	Russian	Spanish	Vietnamese	Other	Total
2008-09	0	9	0	0	1	0	586	3	5	604
2007-08	0	13	0	0	2	0	623	2	18	658
2006-07	0	15	1	0	2	0	784	1	4	807

The number of reclassified students has steadily increased over the past three years. Most of the ELL who have not yet re-designated are mainstreamed into regular classes.

Reclassified Students			
Year	Previous Year # EL	# Reclassified	% Reclassified
2008-09	658	85	12.92
2007-08	807	83	10.29
2006-07	938	67	7.14

### Description of how the school will provide individual student academic assessment results in language the parents understand, including an interpretation of those results

The SLC structures provide personalization with an administrator, counselor, teachers, and advocates. The Family Advocacy System provides a weekly opportunity for students to receive personalized attention from an advocate from their SLC. The advocates provide a structured liaison for the student and family for academic success.

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The majority of the Wilson parents/guardians speak Spanish. Each office has at least one bilingual (Spanish/English) and over half of the counselors speak Spanish. Many of the administrators, coordinators, and teachers speak Spanish. All mailings are sent in English and Spanish. Some information has been provided in Mandarin, when we had a Mandarin teacher on staff. We have had Teacher Assistants and office clerks with language proficiencies in Korean, Cantonese, Vietnamese, or Tagalog. Parent participation continues to be a challenge. Parent Conference nights have low turn out and meetings generally have a couple dozen attendees. The Since Wilson has Categorical Programs, which receive federal or state funding or both, we must provide for parent and teacher involvement in the planning, implementation, monitoring and evaluation of the school program for the Compensatory Education students and English Learners students. The Local District Compensatory Education Advisory Council and English Learner Advisory Council meet monthly from 6-8pm. Ninth Grade Orientations at the start of the year have had high attendance rates. Translation services are available in Spanish and English. Many evening meetings are conducted in Spanish because very few English only speakers attend. Both of Wilson's Categorical Program Advisors (Bilingual and Title I) speak Spanish and provide trainings about data in Spanish.

Since the Fall of 2008, the Parent Center has been housed with the Small Learning Communities Office to create the Welcome Center. The parent center serves the entire student body at Wilson High School. They currently have 30 active participants. They meet with the principal on a regular basis. They meet with the healthy start personnel once a month so that parents can be educated on the different services Healthy starts offers to the community. They are involved with student learning, curriculum development, and training on how to assist their children with homework. They also teach parent how to be active participants in IEP meetings. They translate at back to school nights and open house conferences. They recruit other parents to get involved with their children's educations. The parents are offered to attend free conferences on how to help their child be successful in their educational endeavors.

Two of the four Community Representatives have a keen understanding of the registration process. While the new student reviews an interactive overview of Small Learning Communities through a Power Point( English or Spanish) created by the SLC coordinator, the parent of the new enrollee receives an orientation about the Parent Center and training opportunities. With a school-based grant, the parents now have a set of Netbooks to use during technology training for beginning word processing and web-based data sources.

### Description of SBM or LEARN governance structures

School Site Council is a shared decision making body that is comprised of the principal, three teachers, an out-of-classroom personnel, three students, a UTLA representative, and two parents. The principal submitted a union and district approved waiver for a joint decision making council. The School Site Council oversees the Single Plan for Student Achievement, budgetary decisions, and other academic and logistical issues at the school. The Council meets monthly from 3:15pm-5pm.

### Description of SBCP (coordination of categorical resources and services to support the District's core curriculum for students with special needs)

Wilson services an array of students with varied learning styles and needs. There is a Bilingual Coordinator to address reclassification and English Language Development. A Bridge Coordinator oversees the Special Education students who have

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Individual Education Plans and Individualized Transition Plans. Students in Special Education have access to the Departments of Transition Services (DOTS) which has its own coordinator. The coordinator helps Special Education student's transition to college, trade schools, or employment. The coordinator also provides opportunities for Special Education Students to access outside services or agencies (i.e. Regional Center or Workability programs). The Special Education Department also holds an annual Disability Awareness Expo to educate the students and parents about disabilities. A school-based enterprise called Mule Fuel is integrated into the curriculum for students with severe disabilities. Wilson struggles to maintain a consistent GATE coordinator to oversee the identification of GATE students.

The "I Have a Dream" foundation came to campus this year as a program that has been providing targeted students with academic support since kindergarten and through post-secondary educational goals.

Program	Number of Students Enrolled
Special Education	293
English Learners	1019
Socioeconomically Disadvantaged	1416
Gifted and Talented	244
Magnet	362
AVID	159
Migrant Education	16
I Have a Dream	25

## Woodrow Wilson High School

There are various funding sources at Wilson, in addition to the district allocation for expenditures and personnel.

Program	2007 - 2008	2008 - 2009	2009-2010
Title I	840,773	840,773	966,773
Bilingual	321,284	288,135	304,329
Magnet	928,000-law 446,831-police	928,000-law 446,831-police	928,000-law 446,831-police
HPSG (\$400/student from 2006-2009)	3,234,250	3,234,250	
QEIA (\$1,000/student from 2008-2015)		3,349,000	2,800,000

### School facilities

WHS was originally founded in 1937 on what is now the El Sereno Middle School campus. For over thirty years, WHS served students in grades seven through twelve. In 1970, Wilson High School moved to its current location at 4500 Multnomah Street and served students from grades ten through twelve. In 1994, Wilson was reconfigured into a four-year high school serving grades nine through twelve. The facilities are old and require constant maintenance. There have been on-going transformer/power and plumbing issues related to air conditioning and heating. In the beginning of the 2009-2010 school year, there were continual power failures and two and half days without maximum electricity. The expansive campus provides beautiful views with challenges for maintaining security, due to multiple entry points to the campus. A \$400,000 camera surveillance system began functioning in Fall 2009. There are many personnel in place to support a safe school environment:

- 2 police officers, campus aides,
- a full time dean,
- Buildings and Grounds manager and staff,
- graffiti abatement,
- Psychiatric Social Worker,
- Pupil Services and Accounting Counselor,
- Chemical Hazard coordinator,
- school psychologist (1.5),
- Full-time Nurse

## **Woodrow Wilson High School**

### Technology, library and media resources

There are many modern amenities, such as four computer labs and a library/media center with computers and overhead LCD projection. A mathematics classroom with a SmartBoard and computer-aided design drafting classroom were created with Quality Zone Act Bond funding for one of our California Partnership Academies called Transportation Careers Academy Program.

### Other important characteristics of the school

Advancement Via Individual Determination (AVID) is a college preparatory program that has been at Wilson since 1995. WHS became a National Demonstration School in 2007 and is currently the only school in LAUSD with this distinction. The program was recently selected as a pilot site from AVID Center for college readiness school wide. The mission of the program is directly aligned with the school's mission and vision, as well as included in the Mule PAC. The AVID Site Team continues to support the usage of school-wide strategies, such as Cornell notes and Socratic Seminars. The success of AVID students and teachers has been due to its strength on instructional rigor and data-driven decision making. AVID has worked closely with the College Corner to strengthen the college going culture at Wilson High School.

WHS became an International Baccalaureate Middle Years Programme candidate school in the fall of 2009. Wilson is working in conjunction with El Sereno Middle School to implement the grades 6-10 program. The Middle Years Programme is based on a rigorous inquiry-based curriculum that focuses on holistic learning, intercultural awareness, and communication. Wilson High School and El Sereno Middle School intend on submitting Part B of the application for International Baccalaureate authorization in the spring of 2011. Wilson also plans on pursuing a Diploma Programme in 2012 for those 11<sup>th</sup> grade students who excel in the Middle Years Programme.

Wilson High School has a strong record of sending its graduate to highly selective universities, such as Harvard, Stanford, and UC Berkeley. The resources in the College Corner, especially the College Counselor, provide tremendous support for a college going culture. Nationwide surveys have highly ranked our school for college admission and enrollment.

Three years ago, Wilson faculty, staff, students, and parents, began reviewing research, visiting schools locally and nationally, Wilson voted to change to about a variety of block schedules. Wilson voted to begin an Accelerated 4x4 block schedule for the 2008-2009 school year. The new schedule provides quarter classes and semester classes. The core classes are completed in 20 weeks. The schedule allows for intervention within the school day through "double-dosing," credit recovery for students, and common planning time for teachers. The following chart entitled, "Norm Day Comparison Chart" shows the percentage of students per grade level. Our school has had more freshmen and sophomores than juniors and seniors. We are improving in gap between underclass and upper class students. Students are staying in school and earning additional credits to advance to the next grade level and towards graduation in four years.

**Woodrow Wilson High School**

**Norm Day Comparison Chart**

Grade Level	Desired target percentage of students per grade level	Percentage of students by grade level, 2008-2009	Percentage of students by grade level, 2009-2010	Percentage change toward desired target percentage
9	25%	35.5%	31.7%	3.8%
10	25%	26.8%	25.7%	1.1%
11	25%	19.7%	23.7%	4%
12	25%	18%	18.9%	.9%

**Additional information required from Program Improvement Schools (PI):**

Identify areas and/or subgroups not meeting AYP targets and identify the school's year of PI status.

Wilson is a PI 5+ school. API targets within certain subgroup targets have not been met since the 2004-2005 school year. Since then, the API base score has increased from 563 to 601.

	<b><u>Met 2009 AYP Criteria</u></b>			
	<b>Participation Rate</b>		<b>Percent Proficient</b>	
<b><u>GROUPS</u></b>	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Schoolwide</b>	Yes	Yes	No	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	Yes
English Learners	Yes	Yes	No	Yes
Students with Disabilities	--	--	--	--

## Woodrow Wilson High School

### Identified strategies that will assist in improving student achievement, leading the school to exit PI status.

- Maximize the impact of core instruction for all students through Professional Learning Communities focused on curriculum mapping, Learning Teams, and Wilson Walks (peer observation).
- Provide professional development to assist local district and school-site staff with full implementation of the District's Framework for Response to Instruction and Intervention (RtI<sup>2</sup>) with an Intervention Support Coordinator, Instructional Coach, and AVID Coordinator.
- Use data to ensure instruction is provided at the intensity necessary for all students to succeed with the supervision of an Intervention Support Administrator and Problem Solving/Data/Technology Coordinator to support classroom instruction.
- Implement curriculum-based measures (i.e., Periodic Assessments, SOAR) to inform and maximize classroom instruction, through strategies from Cognitive Coaching<sup>SM</sup> and Adaptive Schools.
- Meet the seven accountabilities for the Quality Education Investment Act (QEIA), despite budgetary challenges from the district.

# Woodrow Wilson High School

## Key Findings from Data Analysis

### WILSON HIGH SCHOOL

Comparison of the 2006 through 2009 AYP Data

AYP Criteria   
Not Met

LD 5	<u>PI Year</u>	<u>Calendar</u>	<u>Board Dist</u>
	<b>5+</b> <u>QEIA</u>	1 track	2

AYP Criteria Met, 2008-09	
Number Met	Number Possible
14	18

API 2006 to 2009
---------------------

05-06 Base	05-06 Growth	05-06 Change
563	562	-1

06-07 Base	06-07 Growth	06-07 Change
556	582	26

07-08 Base	07-08 Growth	07-08 Change
582	584	2

08-09 Base	08-09 Growth	08-09 Change
585	601	16

### English Language Arts (ELA)-CAHSEE

Groups	2006			2007			2008			2009		
	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate
		95%	22.3%		95%	22.3%		95%	33.4%		95%	46%
Schoolwide	638	95	29.7	787	98	23.6	652	95	26.4	653	98	25.8
Hispanic or Latino	595	95	27.7	740	98	21.8 Y2	608	95	24.8	605	97	24.6
Socioeconomically Disadvantaged	561	96	29.9	716	98	22.7	573	95	26.4	589	97	25.7
English Learners	406	97	21 Y2	466	97	13.6	370	95	14.5	378	97	13.1
Students with Disabilities	85	92*	5.5**	118	95	6.3	87	92*	8.3**	58*	93	11.5**

### Mathematics-CAHSEE

Groups	2006			2007			2008			2009		
	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate	Enrollment 1 <sup>st</sup> day of Testing	Participation Rate	Proficiency Rate
		95%	20.9%		95%	20.9%		95%	32.2%		95%	47.5%
Schoolwide	665	95	21.7	786	97	24.6	650	96	28.5	656	96	37.3 SH
Hispanic or Latino	623	95	18.2	739	97	22	605	95	26	608	96	33.9 SH
Socioeconomically Disadvantaged	580	96	21.9	714	98	24.9	570	96	27.6	590	96	37.5 SH
English Learners	424	96	16.9	464	97	17.4	361	96	19.3	379	94 Y2	28.7 SH
Students with Disabilities	87	90*	4.1**	118	97	8.9	86	94*	6.9**	63	91*	9.8**

\*Group not numerically significant based on the enrollment first day of testing

\*\* Group not numerically significant based on the number of valid scores reported

**KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS**  
**MATHEMATICS CST OVERALL TEST SCORE AND STRAND ANALYSIS**

Mathematics CST Overall Test Score and Strand Analysis																																																									
Questions	KEY FINDINGS / Conclusions from Data Analysis																																																								
<ol style="list-style-type: none"> <li>Compare and contrast state performance and school performance. What are some similarities between the state and the school? What are the differences between the state and the school?</li> <li>What strands may need intervention to support student achievement?</li> <li>Which content strands may be areas of focus for professional development?</li> </ol>	<p><b>% Proficient/Advanced CST Math by grade:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>Change</th> <th></th> <th>2008</th> <th>2009</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>35%</td> <td>37%</td> <td>+2%</td> <td><b>Wilson:</b></td> <td>4.6%</td> <td>6.4%</td> <td>1.8%</td> </tr> <tr> <td>Gen Math –</td> <td>15%</td> <td>17%</td> <td>+2%</td> <td>Gen Math</td> <td>0.0%</td> <td>27.8%</td> <td>27.8%</td> </tr> <tr> <td>Algebra 1–</td> <td>17%</td> <td>19%</td> <td>+2%</td> <td>Algebra 1</td> <td>3.5%</td> <td>7.6%</td> <td>+4.1%</td> </tr> <tr> <td>Geometry–</td> <td>11%</td> <td>14%</td> <td>+3%</td> <td>Geometry</td> <td>3.4%</td> <td>4.6%</td> <td>1.2%</td> </tr> <tr> <td>Algebra 2–</td> <td>13%</td> <td>14%</td> <td>+1%</td> <td>Algebra 2</td> <td>4.6%</td> <td>1.2%</td> <td>-3.4%</td> </tr> <tr> <td>HS Math –</td> <td>29%</td> <td>30%</td> <td>+1%</td> <td>HS Math</td> <td>14.6%</td> <td>13.5%</td> <td>-1.1%</td> </tr> </tbody> </table> <p>Wilson's performance is low on CST math in relation to the district and state.</p> <ul style="list-style-type: none"> <li>Continue the implementation of support classes, including tutorial classes in Geometry and Algebra 1, intervention for failing Algebra 1 students, and double blocking for Algebra 1 and Geometry.</li> <li>Identify curriculum and supplemental materials to support achievement for 9th and 10th graders, especially numeracy.</li> <li>Increase the use of common lessons by developing and implementing concept lessons tasks with explicit rubrics and emphasis on cooperative groups through the use of subject Learning Teams (Algebra 1, Geometry, Algebra 2).</li> </ul>		2008	2009	Change		2008	2009	Change	District	35%	37%	+2%	<b>Wilson:</b>	4.6%	6.4%	1.8%	Gen Math –	15%	17%	+2%	Gen Math	0.0%	27.8%	27.8%	Algebra 1–	17%	19%	+2%	Algebra 1	3.5%	7.6%	+4.1%	Geometry–	11%	14%	+3%	Geometry	3.4%	4.6%	1.2%	Algebra 2–	13%	14%	+1%	Algebra 2	4.6%	1.2%	-3.4%	HS Math –	29%	30%	+1%	HS Math	14.6%	13.5%	-1.1%
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Review and analyze the results from the CAHSEE data. Respond to the following questions:

Mathematics California High School Exit Exam (high schools only)	
Questions	KEY FINDINGS / Conclusions from Data Analysis
<ol style="list-style-type: none"> <li>What may be concluded from the CAHSEE data?</li> <li>Which subgroup(s) of students may require additional assistance and intervention to ensure passing the mathematics part of the CAHSEE?</li> </ol>	<p>The district proficiency rate is 47.5% and Wilson's is 37.3% Last year's percentage was 28.5, which shows an increase of 8.8%.</p> <p>All subgroups need assistance to reach proficiency, yet Students With Disabilities (SWD) is in the most need with 9.8% proficient.</p>

**KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS**

Analyze the data provided and use the questions in each section to determine the Key Findings/Conclusions.

**Academic Performance Indicator (API)  
Additional Indicator for AYP**

Questions	KEY FINDINGS / Conclusions from Data Analysis
1. Did the school make API?  2. What was the change in the school wide API from the previous year?  3. Which subgroup(s) did not meet their API goal in 2009?	Yes.  There was a sixteen point change (increase from 585 to 601).  None of the subgroups met their AYP targets for ELA.

**Graduation Rate (high schools only)**

Question	KEY FINDINGS / Conclusions from Data Analysis						
What change occurred in the rate of students graduating between 2008 and 2009?	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>07-08</u></td> <td style="text-align: center;"><u>08-09</u></td> <td style="text-align: center;"><u>Change</u></td> </tr> <tr> <td style="text-align: center;">55%</td> <td style="text-align: center;">56.7%</td> <td style="text-align: center;">+1.7%</td> </tr> </table> Continue activities that support the three tiered RTI <sup>2</sup> model	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	55%	56.7%	+1.7%
<u>07-08</u>	<u>08-09</u>	<u>Change</u>					
55%	56.7%	+1.7%					

**Single Plan for Student Achievement Annual Evaluation**

Question	KEY FINDINGS / Conclusions from Data Analysis
What changes will be made as a result of the evaluation?	Restructure document to categorize strategies by student, parent, faculty/staff for greater clarity.

## Key Findings from English Learners Data

### CST Performance Level Results by Language Classification for Student Tested in Spring 2009

Review and analyze the results of the *CST Performance Level Results by Language Classification for Student Tested in Spring 2009*. Answer the questions in the box below to determine the Key Findings/Conclusions.

#### English/Language Arts CST Performance Level Results by Language Classification for Student Tested in Spring 2009

Questions	KEY FINDINGS / Conclusions from Data Analysis																				
<p>1. Which language classification had the greatest percentage of students at proficient or advanced? (Indicate the grade level)</p> <p>2. What are the possible reasons why these students scored at proficient or above?</p>	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">EL</th> <th style="text-align: center;">EO</th> <th style="text-align: center;">IFEP</th> <th style="text-align: center;">RFEP</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td style="text-align: center;">3.9%</td> <td style="text-align: center;">14.4%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">29.7%</td> </tr> <tr> <td>Grade 10</td> <td style="text-align: center;">.85%</td> <td style="text-align: center;">17.7%</td> <td style="text-align: center;">24.3%</td> <td style="text-align: center;">24.7%</td> </tr> <tr> <td>Grade 11</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">18.%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">23.7%</td> </tr> </tbody> </table> <p>The IFEP 9<sup>th</sup> graders performed the best. The RFEP 10<sup>th</sup> and 11<sup>th</sup> graders performed the best.</p> <p>The possible reasons could be literacy in two languages, knowledge with academic language and structures.</p>		EL	EO	IFEP	RFEP	Grade 9	3.9%	14.4%	46%	29.7%	Grade 10	.85%	17.7%	24.3%	24.7%	Grade 11	2%	18.%	18%	23.7%
	EL	EO	IFEP	RFEP																	
Grade 9	3.9%	14.4%	46%	29.7%																	
Grade 10	.85%	17.7%	24.3%	24.7%																	
Grade 11	2%	18.%	18%	23.7%																	

#### Mathematics CST Performance Level Results by Language Classification for Student Tested in Spring 2009

Questions	KEY FINDINGS / Conclusions from Data Analysis																														
<p>1. Which language classification has the greatest percentage of students at proficient or advanced? (Indicate which grade level and/or course)</p> <p>2. What are the possible reasons why these students scored at proficient or above?</p>	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">EO</th> <th style="text-align: center;">RFEP</th> <th style="text-align: center;">EL</th> <th style="text-align: center;">IFEP</th> </tr> </thead> <tbody> <tr> <td>Gen Math</td> <td style="text-align: center;">33.3%</td> <td style="text-align: center;">42.9%</td> <td></td> <td></td> </tr> <tr> <td>Algebra 1</td> <td style="text-align: center;">5.5%</td> <td style="text-align: center;">9.7%</td> <td style="text-align: center;">4.2%</td> <td style="text-align: center;">5.5%</td> </tr> <tr> <td>Geometry</td> <td style="text-align: center;">6.2%</td> <td style="text-align: center;">5.2%</td> <td style="text-align: center;">4.4%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>Algebra 2</td> <td style="text-align: center;">-</td> <td style="text-align: center;">.7%</td> <td style="text-align: center;">3.8%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>HS Math</td> <td></td> <td style="text-align: center;">21%</td> <td></td> <td style="text-align: center;">18.2%</td> </tr> </tbody> </table> <p>The RFEP language classification has the greatest percentage of advanced or proficient in mathematics performance.</p> <p>The possible reasons could be previous numeracy skills and knowledge of mathematical academic language. The students who re-designate have had structures for formal training to support their cognitive development.</p>		EO	RFEP	EL	IFEP	Gen Math	33.3%	42.9%			Algebra 1	5.5%	9.7%	4.2%	5.5%	Geometry	6.2%	5.2%	4.4%	5%	Algebra 2	-	.7%	3.8%	5%	HS Math		21%		18.2%
	EO	RFEP	EL	IFEP																											
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Algebra 2	-	.7%	3.8%	5%																											
HS Math		21%		18.2%																											

## Key Findings from Student Data

Analyze current school data and answer the questions to determine the Key Findings/Conclusions.

<b>Student Attendance</b>	
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Question	KEY FINDINGS / Conclusions from Data Analysis						
How does current student attendance affect student achievement?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;"><u>07-08</u></td> <td style="text-align: center; width: 33%;"><u>08-09</u></td> <td style="text-align: center; width: 33%;"><u>Change</u></td> </tr> <tr> <td style="text-align: center;">Students: 90.4%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">1.6%</td> </tr> </table> <p>Students are attending school. Academic grades are not faltering, yet achievement on standards tests often do not reflect report cards or coursework. Absences profoundly impact instructional time due to the alternating day classes (electives on A/B, Blue/Gold schedule) and block classes with an accelerated schedule.</p>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	Students: 90.4%	92%	1.6%
<u>07-08</u>	<u>08-09</u>	<u>Change</u>					
Students: 90.4%	92%	1.6%					

<b>Suspension and Expulsion Data</b>	
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Question	KEY FINDINGS / Conclusions from Data Analysis						
How does current suspension and expulsion data affect student achievement?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;"><u>07-08</u></td> <td style="text-align: center; width: 33%;"><u>08-09</u></td> <td style="text-align: center; width: 33%;"><u>Change</u></td> </tr> <tr> <td style="text-align: center;">10.9%</td> <td style="text-align: center;">7.5%</td> <td style="text-align: center;">-3.4%</td> </tr> </table> <p>Suspensions have decreased which may be due to fewer passing periods with a block schedule, increased personalization with SLCs, and improved discipline structures.</p>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	10.9%	7.5%	-3.4%
<u>07-08</u>	<u>08-09</u>	<u>Change</u>					
10.9%	7.5%	-3.4%					

### Key Findings from Staff Data

Analyze current school data and answer the questions to determine the Key Findings/Conclusions.

Staff and Classified Data			
Questions		KEY FINDINGS / Conclusions from Data Analysis	
1.	How does current certificated staff absence rate affect student achievement?	07-08 91.9%	08-09 93.1%
		Change 1.2%	
2.	How does current classified staff absence rate affect student achievement?	Staff attendance is improving. Academic grades are not faltering, yet achievement on standards tests often do not reflect report cards or coursework. Teacher absences profoundly impact instructional time due to the alternating day classes (electives on A/B,Blue/Gold schedule) and block classes with an accelerated scheduled. Reduction in force of clerical staff impedes the smooth functioning of offices.	

Read the responses below and revise or delete to make applicable.

Highly Qualified Teachers (HQT)	
Questions	KEY FINDINGS / Conclusions from Data Analysis
<p>1. How will the school ensure that all teachers assigned to teach core academics are highly qualified?</p> <p>2. Based on the school's HQT data, how will the school support all teachers to become highly qualified?</p>	<p>1) It is the District's policy to hire highly qualified (HQ) teachers in core academic areas in all schools. Each school site has the capability to hire teachers for their core academic subject areas. All schools are provided with listings of teachers who are fully credentialed or interns and are subject matter competent. Additionally, all schools work closely with their Personnel Specialist in order to fill vacancies with fully HQ teachers. The only instances when an HQT is not hired, is when the pool of such qualified candidates is exhausted, and only occurs in chronic shortage areas (i.e., science, math).</p> <p>2) Each school has the capability to print a roster of all teachers with their HQ status. The principals are integrally involved in the advisement of teachers not yet compliant with NCLB. They refer them to the District's test preparation classes and VPSS Program in order to assist them in becoming qualified in accordance with the federal regulations.</p>

**Key Findings from School Experience Survey for Parents**

Compile the results of the School Experience Survey for Parents and use the chart below to summarize your findings. List the corresponding two or three activities from each part that the school has selected as areas of improvement. These areas of improvement will become Key Findings and serve as the basis for the Parent and Community Engagement Action Plan. Resources to develop the findings are on the following pages.

Types of Parent Involvement	Surveyed Activities
<b>Opportunities for Involvement and Welcoming Environment</b>	1. 21% of parent respondents indicate that the school could improve in the offerings of trainings and workshops that can be used to assist their students learn (this is accompanied by the finding that 16% of parents indicate inconvenient times for parent activities potentially including the above)
	2. 18% of parent respondents indicate that the school could better provide adequate notice about happenings at the school.
	3. 17% of parent respondents indicate that the school could better inform with regard to the academic services available to assist their students
<b>Safety at School</b>	1. 41% of parent respondents indicate that they are concerned with their students being threatened or bullied at the school.
	2. 36% of parent respondents indicate concern regarding student safety from gangs at the school
	3. 22% of parent respondents indicate concern about their students being safe on school grounds (this is accompanied by a 23% response regarding concerns of student safety in the surrounding neighborhood).
<b>Parent Center</b>	1. 58% of respondents indicate that they do not know of the existence of a parent center on campus
	2. 43% of respondents indicate that they have never visited the parent center
	3. 31 % of respondents indicate that they have visited the parent center only once or twice
<b>Home and School Involvement</b>	1. 17% of parent respondents indicate that they volunteer at the school
	2. 27% of parent respondents indicate that they speak with other parents about school meetings and events
	3. 33% of parent respondents indicate that they speak with their students teachers regarding how they get along with classmates at school and only 38 % speak with teachers regarding how they (the parents) can assist learning at home.

SPSA Evaluation

<p>1a. Examine the data that has been downloaded.</p> <ul style="list-style-type: none"> <li>What is the overall rate of growth over the last 5 years for the proficient or advanced proficient group in English/Language Arts? (If the overall rate has grown by at least 10%, answer question 1b. If the overall rate has not increased by 10%, answer question 1c)</li> </ul> <p>The ELA scores did not increase by 10%.</p> <ul style="list-style-type: none"> <li>What is the overall rate of growth over the last 5 years for the proficient or advanced proficient group in mathematics? (If the overall rate has grown by at least 10%, answer question 1b. If the overall rate has not increased by 10%, answer question 1c)</li> </ul> <p>The mathematics scores increased by 16%.</p>	
<p>1b. Which of the expenditures increased growth in the proficient or the advanced proficient group? What data supports this finding?</p> <p>Wilson purchased additional math teachers to support block scheduling and intervention. For the mathematics department, there are Professional Learning Communities for Algebra and Geometry to support double-dosing and targeted intervention. The double-dosing is for 9<sup>th</sup> graders in Algebra and 10<sup>th</sup> graders in Geometry. They also had Learning Teams for Algebra and Geometry. The data shows growth with the increase of teacher collaboration for curriculum mapping, targeted instruction, and common assessments. The district provided a math coach who played a key role in professional development for data-driven decisions with student work, lesson design, and common assessments. Please refer to page 18 for data.</p>	<p>1c. Which of the expenditures <u>did not</u> increase growth in the proficient or the advanced proficient group? What data supports this finding?</p> <p>Although the ELA department had similar expenditures with mathematics for personnel, substitutes, and professional development, there has been unreliable data about the implementation of curriculum maps and periodic assessments. A visit from our outside provider (Institute for Research and Reform in Education) showed that four teachers were implementing, with fidelity, the school wide double-dosing curriculum for English (Speech), even though materials and training were provided. Please refer to page 18 for data.</p>
<p>2. How did research-based professional development [70A56 and 70V94 (if applicable)] lead to academic growth? (For PI Schools only)</p> <p>The school's work with Professional Learning Communities, Learning Teams, SMART goals, AVID, IB, Small Learning Communities (with the support of the Institute for Research and Reform in Education from 2007-2009), and Adaptive Schools provide a foundation for collaborative structures around student achievement.</p>	
<p>3. What other evidence (ie. other performance data) exists that shows an increase in student learning?</p> <p>Our API has increased from 563 to 601. Our reclassification rate has increased by 6%. The first time CASHEE pass rate has increased.</p>	
<p>4. Using local data (parent trainings, parent volunteers, parent centers, etc.), describe the expenditures from 7E046 and 709V4 that resulted in increased parental involvement.</p> <p>The level of parent involvement has remained constant over several years. Negative student behavior issues have temporarily increased parent attendance patterns at school meetings. We have moved the Parent Center to a more centralized location and exposure to services provided has increased. It has been renamed the Welcome Center and may cause confusion for some visitors. The Welcome Center provides assistance during registration and provides a variety of workshops.</p>	
<p>5. What changes in strategies/activities including budget will occur?</p> <p>Our budgets allocations will be based on data analysis to support professional development for International Baccalaureate, Advancement Via Individual Determination's WICR (Writing Inquiry Collaboration Reading), and Response to Instruction and Intervention.</p>	

## DISTRICT AND SCHOOL INSTRUCTIONAL PRIORITIES

All schools are required to address the priorities (listed below) established in the District's *Program Improvement Local Education Agency Year 3—Corrective Action Plan*. Schools may develop additional exit priorities and accompanying professional development, if needed.

1	Maximize the impact of core instruction for all students.
2	Deepen thematic goals of the Small Learning Communities in core and thematic electives.

### District and School Program Improvement Professional Development Priorities

1	Provide professional development to assist local district and school-site staff with full implementation of the District's Framework for Response to Instruction and Intervention (RtI <sup>2</sup> ).
2	Use data to ensure instruction is provided at the intensity necessary for all students to succeed, especially in literacy and numeracy.
3	Implement curriculum-based measures (i.e., Periodic Assessments, SOAR) to inform instruction and maximize student exposure to that instruction.

Title I and Title III professional development allocations must be used to support the training needed for teachers and paraprofessionals to implement the exit priorities.

# Woodrow Wilson High School

## GOALS FOR ACTION PLANS

The **Goals** have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State: LEA (Local Educational Agency—LAUSD) and Federal: AYP (Adequate Yearly Progress) guidelines.

<b>PI Corrective Action:</b> <ul style="list-style-type: none"> <li>The school institutes and fully implements the core curriculum that is based on State academic content standards, including providing appropriate professional development based on scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils.</li> </ul>	<b>Annual Measurable Achievement Objective (AMA) Goal:</b> <ul style="list-style-type: none"> <li>70%+ of English learners will score in the appropriate performance range on the CST for English/language arts according to the District Progress Benchmarks for English learners.</li> <li>70%+ of English learners will progress one ELD level per year.</li> <li>70%+ of English learners will score an overall ELD level of 4 or 5 on the CELDT after 4-5 years of instruction.</li> </ul>	<b>School Organization and Support Structure Goals:</b> <ul style="list-style-type: none"> <li>All schools will be organized to support the academic needs of students.</li> <li>All schools will have effective support structures to address student needs that impact learning.</li> </ul>
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<b>Participation Rate</b> <ul style="list-style-type: none"> <li>The school will achieve a 95% participation rate for all state assessments.</li> </ul>	<b>Proficiency Rate</b> English/Language Arts High Schools: <ul style="list-style-type: none"> <li>The percentage of students scoring proficient or above on the 10<sup>th</sup> grade administration of the CAHSEE and the California Alternate Performance Assessment (CAPA) in English/ language arts for 2009-10 will be equal or exceed 55.6% and for 2010-11 will equal or exceed 66.7%.</li> </ul> Mathematics High Schools: <ul style="list-style-type: none"> <li>The percentage of students scoring proficient or above on the 10<sup>th</sup> grade administration of the CAHSEE and the California Alternate Performance Assessment (CAPA) in Mathematics for 2009-10 will be equal or exceed 54.8% and for 2010-11 will equal or exceed 66.1%.</li> </ul>		<b>Safe Schools</b> <ul style="list-style-type: none"> <li>School must implement LAUSD Discipline Policy.</li> <li>Staff and students must meet 95% attendance target each month.</li> </ul>
<b>API</b> <ul style="list-style-type: none"> <li>All schools will meet the API goal of 680 for the 2009-10 school year or increase by 1 point from the previous year. The API goal for 2010-2011 is 710 or show a 1 point growth from the previous year.</li> </ul>			<b>Personalization/College Career Ready</b> <ul style="list-style-type: none"> <li>Counseling provided to meet the A-G requirement opportunities</li> <li>Students are aware of college careers</li> <li>School identified one of the following models:             <ul style="list-style-type: none"> <li>-Small Learning Community</li> <li>-Personalized Learning Environment</li> <li>-Professional Learning Community</li> </ul> </li> </ul>
<b>Graduation Rate</b> High Schools: <ul style="list-style-type: none"> <li>All schools will meet the Graduation Rate Criteria by meeting <u>one</u> of the following options:             <ul style="list-style-type: none"> <li><u>Option 1:</u> Have a graduation rate of at least 83.2% for 2009-10.</li> <li><u>Option 2:</u> Show improvement in the rate from 2008-09 of at least 0.1%.</li> <li><u>Option 3:</u> Show improvement in the average two-year graduation rate of a least 0.2%.</li> </ul> </li> </ul>			<b>Parent Engagement</b> <ul style="list-style-type: none"> <li>School demonstrates increased and improved parent partnerships and welcoming environments</li> <li>School provided meaningful training and learning for parents on how to support the academic achievement in the home.</li> <li>School offers parents the opportunity to participate in councils, committees, and parent organizations.</li> <li>School provides information in a language that parents can understand.</li> </ul>

### High Schools only:

<b>ESLRs</b>	<b>List which Expected Schoolwide Learning Results (ESLRs) support the goals (if applicable):</b> <ul style="list-style-type: none"> <li>Model honesty, integrity, and responsibility             <ul style="list-style-type: none"> <li>- as principled students, citizens, and human beings</li> </ul> </li> <li>Understand and respect each other and our differences             <ul style="list-style-type: none"> <li>- at school, within our society, and in the world at large</li> </ul> </li> <li>Listen, speak and act with empathy and compassion</li> <li>Engage in safe activities and healthy relationships</li> <li>Strive for academic and personal excellence</li> </ul>
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**List the WASC Recommendations that correspond with the Key Findings in the data page (if applicable).**  
 Since Wilson has an Accreditation visit in March 2010, please refer to pages 68-81 for WASC self-study attachments (Chapters 2-Key Findings and Chapter 3-Progress Report).

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Single Plan for Student Achievement Accountability Matrix

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Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during and after the school day for students not meeting grade level standards, include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities? Which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p><b>Increase the number of schools that meet or exceed their API targets</b></p> <p><u>2008-09</u> 282 out of 613 = 46%</p> <p><b>Wilson:</b></p> <p>API targets not met since 2004-2005 school year</p>	<p>10%</p>	<p>All</p>	<p><u>For students:</u> After faculty identification of student sub groups with common, cross curricular challenges impacting achievement, faculty will meet with students to implement response to Instruction and Intervention (RTI<sup>2</sup>) three tiered framework for instruction and intervention matched to their needs. Provide appropriate programming into intervention courses.</p> <p><u>For parents:</u> Provide training about RTI<sup>2</sup> and notify parents regarding instructional supports</p> <p><u>For faculty/staff:</u></p> <ul style="list-style-type: none"> <li>Improve core instruction to reduce the number of students</li> </ul>	<p><b>Problem Solving/Data Coordinator (with Differential)</b> will facilitate training in problem solving and RtI<sup>2</sup> and serve as the site data coordinator. QEIA, Title I Funds</p> <p><b>Instructional Materials and General Supplies</b> support daily classroom activities through differentiation and scaffolding of instruction. QEIA, Title I, Title I Stimulus, Title III, EIA-SCE, EIA-LEP Funds</p> <p><b>Title I and Bilingual Coordinators</b> will provide professional development to teachers and teacher assistants and trainings for parents on best practices to support the core program and RtI<sup>2</sup> implementation. Title I, EIA-LEP Funds</p>	<p>Reduce by 5% the number of students in the Far Below Basic and Below Basic levels on the 2010 CST .</p> <p>The school will increase by 10% the number of students scoring proficient or advanced the school wide and for numerically significant subgroups.</p>	<p>Dept Chairs</p> <p>Dept Members</p> <p>Learning Team Facilitators</p> <p>Learning Team Members</p> <p>Instructional Coach, IB coordinator, Intervention Support Administrator and Coordinator</p>	<p>Fall 2009- June 2011</p>

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			<p>scoring in the Far Below Basic and Below Basic quintile levels to support the school to meet their API growth targets school –wide and for numerically significant subgroups</p> <ul style="list-style-type: none"> <li>Analyze and evaluate data(CST, periodic assessments, Accelerated Reader, DRP, My Data, Common Assessments) to determine student instructional needs, objectives and priorities and identify targeted student sub populations for intervention</li> <li>Professional development through Professional Learning Communities</li> </ul>	<p><b>Professional Development X Time</b> will allow teachers to attend training beyond their regular work day. Teachers will collaborate on RTI<sup>2</sup>. QEIA, Title I – PI Funds</p> <p><b>Rental and Maintenance of Equipment</b> will provide supplemental materials for professional development. QEIA, Title I, Title I Stimulus Funds</p>																															
<p><b>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</b></p> <p><b>% Proficient/Advanced CST ELA by grade:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>34%</td> <td>38%</td> <td>+4%</td> </tr> <tr> <td>Grade 9 – 31%</td> <td>32%</td> <td>+1%</td> <td></td> </tr> <tr> <td>Grade 10 – 29%</td> <td>31%</td> <td>+2%</td> <td></td> </tr> <tr> <td>Grade 11 – 27%</td> <td>31%</td> <td>+4%</td> <td></td> </tr> </tbody> </table> <p><b>Wilson:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2008	2009	Change	District	34%	38%	+4%	Grade 9 – 31%	32%	+1%		Grade 10 – 29%	31%	+2%		Grade 11 – 27%	31%	+4%			2008	2009	Change					10%	All	<p><u>For students:</u> After identification from faculty about performance bands, meet with students through counselor and/or advocate about scores and correlation with report card grades to create student goals.</p> <p><u>For parents:</u> After identification from faculty about performance bands, inform parents about scores and correlation with report card grades.</p> <p><u>For faculty/staff:</u></p>		<p>Grades 9 and 10:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase the % of students scoring proficient or above on the periodic assessments</li> </ul> <p>Grade 11:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase the % of students “ready for college” on the Early Assessment Program (EAP) of Readiness for College English</li> </ul> <p>Grade 9-12:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase the number of students on-track in terms of credits earned</li> </ul>	<p>Family Advocacy System (FAS) advocates</p> <p>Administrator of English department</p> <p>Instructional Coach, IB coordinator, Intervention Support Administrator and</p>	Fall 2009- June 2011
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			<p>International Baccalaureate Middle Years Programme (IB MYP) Unit Planner, will develop specific lessons within units using the Learning Teams Model and Wilson Walks for peer observation.</p> <ul style="list-style-type: none"> <li>All teachers participate in the revision and implementation of curriculum maps and common assessments for each grade level.</li> <li>Practice Advancement Via Individual Determination's (AVID)</li> <li>Writing/Inquiry/Collaboration/ Reading (WICR) strategies.</li> </ul>	<p>professional development on evidence-based instructional strategies and will train teachers to manage, interpret, and use formative assessment data to support literacy across the curriculum QEIA Funds</p> <p><b>Contracted Instructional Services</b> will be utilized to contract with UCLA to provide professional development in writing across disciplines. <i>Title I – PI Funds</i></p>																															
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<p><b>Accelerate the performance of Standard English Learners (SEL)</b></p>	10%		SELs are not a numerically significant sub-group at Wilson HS																																												
<p><b>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b></p> <table border="1"> <thead> <tr> <th></th> <th>07-08</th> <th>08-09</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td>54.8%</td> <td>55.7%</td> <td>+0.9%</td> </tr> </tbody> </table> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p>		07-08	08-09	Change		54.8%	55.7%	+0.9%	3%	English Learners	<p><u>For students:</u> Reassess (utilizing basal text embedded summative unit test) incoming students to gather instructional level of new enrollees and current ELand to close any ESL/PRP instructional gaps.</p> <p><u>For parents:</u> Provide on-going updates regarding student language classification,</p>	<p><b>Bilingual Coordinator</b> will</p>	<ul style="list-style-type: none"> <li>• ELD Portfolios (K-12)</li> <li>• ELD Practicum/Into English Assessments (K-5)</li> <li>• High Point Curriculum/Assessments (6-12)</li> <li>• CELDT</li> <li>• ELSSA Data</li> </ul>	ESL instructional faculty  EL Coordinator and ESL faculty	Fall 2009- June 2011																																
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			<p>CELDT level, and reclassification</p> <p><u>For faculty/staff:</u></p> <ul style="list-style-type: none"> <li>• Bilingual Coordinator reviews initial CELDT initial for ESL program placement for new enrollees and immediate past results for continuing ELs</li> <li>• Implement with fidelity district adopted and standards based ESL basal text curriculum</li> <li>• Support flexible grouping for targeted instruction RTII through double-dosing</li> </ul>	<p>provide professional development to teachers and teacher assistants on best practices to support the core program. <i>EIA-LEP Funds</i></p> <p><b>Teacher assistants</b> will support core instructional program by providing primary language support , as needed, to EL students. <i>EIA-LEP Funds</i></p>															
<p><b>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b></p> <p>% Early Adv/Adv</p> <table border="1"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>36.3%</td> <td>39.3%</td> <td>+3%</td> </tr> </table> <p>2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%</p> <p><b>Wilson</b></p> <table border="1"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>25.6%</td> <td>31.0%</td> <td>+5.4%</td> </tr> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	25.6%	31.0%	+5.4%	5%	English Learners	<p><u>For parents and students:</u> See AMAO 1 above</p> <p><u>For faculty/staff:</u></p> <ul style="list-style-type: none"> <li>• Embed intervention strategies in classroom instruction for students experiencing difficulty (and that respect student privacy) <ul style="list-style-type: none"> <li>• Peer tutoring (In class)</li> <li>• Flexible groupings (in class)</li> </ul> </li> <li>• Embed test taking strategies into the core instructional program to familiarize students with testing format</li> <li>• ESL “Reading Smart” – after school tutoring</li> </ul>	<p><b>Professional Development (Staff Conference Attendance)</b> will provide teachers of English Learners the opportunity to attend conferences related to EL instructional strategies. <i>EIA-LEP, Title III, Title I – PI Funds</i></p>	<ul style="list-style-type: none"> <li>• See monitoring indicators for AMAO 1</li> </ul>	<p>Administrator over Bilingual program</p> <p>AVID Coordinator</p> <p>Bilingual Coordinator</p>	Fall 2009- June 2011
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			<ul style="list-style-type: none"> <li>Additional teacher training through advanced planning on PD calendar</li> <li>Provide school wide training in AVID's WICR strategies</li> </ul>																								
<p><b>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</b></p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>24.3</td> <td>27.0</td> <td>+2.7%</td> </tr> <tr> <td>Math</td> <td>34.1</td> <td>36.3</td> <td>+2.1%</td> </tr> </tbody> </table> <p><b>Wilson</b> scoring proficient</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>Change</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>14.5%</td> <td>13.1%</td> <td>-1.4%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	24.3	27.0	+2.7%	Math	34.1	36.3	+2.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		14.5%	13.1%	-1.4%		English Learners	<p><u>For parents and students:</u> See AMAO 1, page 20</p> <p>Begin student –based literacy groups through reading programs, like Junior Great Books. Provide high interest books at appropriate reading levels.</p> <p>Continue EL Awareness assemblies to stress reclassification criteria to students and parents.</p> <p>Provide AVID WICR strategies.</p> <p><u>For faculty/staff:</u> Bilingual Coordinator evaluates CELDT scores and monitoring, provides opportunities for EL strategies.</p> <p>Provide staff with Junior Great Books materials and training, as well as continue materials and training for Accelerated Reader</p> <p>Use of assessments, like the Gates Reading Test, to gather student data.</p>	<p><b>Professional Development (Staff Conference Attendance)</b> will provide teachers of English Learners the opportunity to attend conferences related to EL instructional strategies. EIA-LEP, Title III Funds</p> <p><b>Instructional Materials and General Supplies</b> support daily classroom activities through differentiation and scaffolding of instruction. Title I, Title I Stimulus, Title III, EIA-SCE, EIA-LEP</p>		Administration Bilingual Coordinator	Fall 2009- June 2011
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				counselors to planning and training beyond their regular work day. Teachers, counselors, and coordinators will collaborate on SWD expectations and differentiation strategies. QEIA, Title 1 Stimulus Funds			

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Graduation Rate

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<p><b>Graduation rate will increase</b></p> <table border="0"> <tr> <td><u>06-07</u></td> <td><u>07-08</u></td> <td><u>Change</u></td> </tr> <tr> <td>67.1%</td> <td>72.4%</td> <td>+5.3%</td> </tr> </table> <p><b>Wilson:</b></p> <table border="0"> <tr> <td><u>06-07</u></td> <td><u>07-08</u></td> <td><u>Change</u></td> </tr> <tr> <td>73.7%</td> <td>77.1%</td> <td>+3.4%</td> </tr> </table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	73.7%	77.1%	+3.4%	8%	All	<p><u>For students, parents, faculty/staff:</u> Continue activities that support three tiered RTI<sup>2</sup> model with:</p> <ul style="list-style-type: none"> <li>Block scheduling to allow for credit recovery (see page 16)</li> <li>Meetings and accountability for Individual Graduation Plans (IGP)</li> <li>Group Counseling</li> <li>School Success Teams (SST)</li> <li>Parent Conferences</li> <li>Homework Club</li> <li>Intervention Programs</li> <li>Tutoring/AVID tutorials</li> </ul>	<p><b>Secondary Counselor (including X Time)</b> will allow counselors and coordinators to provide training beyond their regular work day. Counselors and coordinators will provide expertise to students, parents, and staff about programming and RTI<sup>2</sup>. <i>QEIA Funds</i></p> <p><b>Coordinator, Teacher, Administrative X Time</b> will provide time beyond regular assignment to support RTI<sup>2</sup>. <i>QEIA, Title I – PI, Title II, EIA-LEP Funds</i></p>	<ul style="list-style-type: none"> <li>Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)</li> <li>Decrease rate of drop-outs</li> <li>Increase the percentage of 9<sup>th</sup> to 10<sup>th</sup> grade students accumulating 55 credits</li> <li>4-year longitudinal graduation rate (9<sup>th</sup> grade to graduation)</li> </ul>	counselors SLC Faculty/staff SST participants	Fall 2009- June 2010
<u>06-07</u>	<u>07-08</u>	<u>Change</u>																	
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<p><b>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</b></p> <table border="0"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>57%</td> <td>60%</td> <td>+3%</td> </tr> </table> <p><b>Wilson:</b></p> <table border="0"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>55%</td> <td>56.7%</td> <td>+1.7%</td> </tr> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	55%	56.7%	+1.7%	6%	All	<p><u>For students:</u></p> <ul style="list-style-type: none"> <li>Provide After school ROE classes in ELA/Math</li> <li>Use targeted grammar dispatches for ELA classes</li> <li>embed CAHSEE into 10th grade ELA/Math classes</li> <li>counseling sessions to include discussion of student test (CAHSEE/STAR/etc) results</li> <li>provide CAHSEE</li> </ul>	<p><b>Continue grant with the Youth Policy Institute (YPI) for its Rock on Educaion (ROE) program</b> to provide after school intervention.</p> <p><b>Professional Development Teacher Regular</b> will release teachers to attend professional development on differentiated instruction and access strategies. <i>Title I – PI, Title II, EIA-</i></p>	<ul style="list-style-type: none"> <li>Increased participation in CAHSEE preparation</li> </ul>	ROE staff ELA/Math teachers counselors	Fall 2009- June 2010
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
57%	60%	+3%																	
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	<u>06-07</u>	<u>07-08</u>	<u>Change</u>																								
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Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during and after the school day for students not meeting grade level standards, include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities? Which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p><b>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</b></p> <p><u>07-08</u>   <u>08-09</u>   <u>Change</u> 25%   TBD%   +__%</p> <p><b>Wilson (all courses):</b></p> <p><u>08-09</u>= 59.1%</p>	80%		<p><u>For students, parents, faculty/staff:</u> Continue current structures for:</p> <ul style="list-style-type: none"> <li>• IGP meetings</li> <li>• parent conferences</li> <li>• student conferences</li> <li>• increased awareness through Family Advocacy System (FAS) with targeted lessons</li> <li>• College field trips (by SLC and for AVID)</li> <li>• counselor presentations and recruitment for a-g courses</li> <li>• Personal statements workshop</li> <li>• Life Skills class presentations "WHY TRY"</li> <li>• Continue Career Center newsletters</li> </ul>	<p><b>Field Trips</b> will provide real-world connections for college readiness <i>Title I Stimulus Funds</i></p> <p><b>Additional Music Teacher</b> needed to support A-G requirements. <i>QEIA Funds</i></p> <p><b>Instructional Advisor</b> will support students in Career Center by providing information related to career awareness opportunities. <i>QEIA Funds</i></p>	<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none"> <li>• Decrease the number of students receiving Fails in A-G courses by 10%.</li> <li>• Increase the percent of students earning C's or higher in A-G courses.</li> </ul>	<p>Counselors</p> <p>teachers</p> <p>college/ career center counselor and staff</p> <p>AVID coordinator</p> <p>ROE staff</p>	Fall 2009- June 2011
<p><b>Increase the enrollment in Advanced Placement course</b></p> <p><u>07-08</u>   <u>08-09</u>   <u>Change</u> 1.8%   1.9%   +.1%</p> <p><b>Wilson (enrollment in all courses):</b></p> <p><u>08-09</u>= 2.6%</p> <p><b>Increase pass rates on AP tests</b></p> <p><u>07-08</u>   <u>08-09</u>   <u>Change</u></p>	5%	5%	<p><u>For students and parents:</u></p> <p>Continue current structures for:</p> <ul style="list-style-type: none"> <li>• Teacher recommendations</li> <li>• grades and other data</li> <li>• increase involvement in outside intervention/tutorial service</li> <li>• maintain a-g posters in classrooms and offices</li> </ul> <p><u>For faculty/staff:</u></p>	District	<p>Advanced Placement courses –</p> <ul style="list-style-type: none"> <li>• Continue high enrollment in Advanced Placement offerings</li> <li>• Increase the number of tests administered by 10%</li> <li>-Increase the pass rate on AP tests</li> </ul>	<p>Counselors</p> <p>teachers</p> <p>college/ career center counselor and staff</p> <p>AVID</p>	Fall 2009- June 2011

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44.1% TBD% +TBD%			<ul style="list-style-type: none"> <li>explore/increase Los Angeles Virtual Academy implementation</li> <li>explore implementation of student study groups</li> </ul>			coordinator  ROE staff	
Increase students preparedness for College Career Readiness			<p><u>For students and parents:</u> Continue current structures for:</p> <ul style="list-style-type: none"> <li>IGP meetings</li> <li>Integrate RTI<sup>2</sup> strategies</li> <li>A-G workshops</li> <li>classroom presentations by counselors and Wilson alumni</li> <li>Create a Wilson alumni list</li> <li>lunchtime workshops</li> <li>college representative visits (publicized)</li> <li>career/college center guidance toward additional resources</li> <li>increase outreach programs through community partnerships</li> <li>Career Technical Education programs</li> <li>Increase participation and enrollment in AVID</li> <li>Imbed AVID strategies within FAS, like tutorials, notebook checks, college research</li> <li>Yearly College Feria event</li> <li>In-house scholarship program</li> </ul>	<p><b>Administrator, Teacher, Clerical, Counselor and Coordinator X Time</b> will allow faculty to facilitate and prepare training beyond their regular work day. Counselors and coordinators will provide expertise to students, parents, and staff about College Career Readiness. QEIA</p> <p><b>AVID Coordinator (with Differential and Z time)</b> will provide professional development through demonstration lessons, mentoring and co-teaching, and facilitating professional development opportunities (Lesson Studies and Peer Coaching) to support school wide AVID as a National Demonstration Site and pilot school. QEIA Funds</p> <p><b>AVID Education Aide III</b></p>	<p><u>High Schools</u></p> <ul style="list-style-type: none"> <li>Students passing core classes with C or better</li> </ul> <p><u>Elementary</u></p> <ul style="list-style-type: none"> <li>Students getting 3 or 4 on report cards</li> </ul>	counselors teachers college/ career center staff ROE staff	Fall 2009- June 2011

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				will provide support to AVID students. <i>Title I Stimulus</i>			

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during and after the school day for students not meeting grade level standards, include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities? Which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p><b>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</b></p> <ul style="list-style-type: none"> <li>• there are opportunities for parent involvement</li> <li>• they feel welcome at this school</li> <li>• there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li> </ul>	<p>At least 90% of parents respond “Strongly agree” or “agree”</p>	<p>All</p>	<p><b>For parents:</b> Encourage Parent/guardian participation and observe classrooms through Small Learning Communities (SLC):</p> <ul style="list-style-type: none"> <li>• to promote awareness and understanding of curriculum (during school hours).</li> <li>• to learn about subject areas, in order to have parent volunteers in classrooms (assist the teacher).</li> </ul> <p>Create a parent vest or T-shirt in order to identify parents on campus to encourage parent visibility on campus, e.g. “Proud Parent of a Wilson Student”.</p> <p>Continue parent training sessions (ex. Nutrition/healthy Lifestyles, Relationships, ESL &amp; ELL training, Conversational English, etc.).</p> <p>Receive information by written (mail, marquee, and website) and/or oral (Connect Ed telephone messages) methods</p> <p>Continue Careers with Children program to provide childcare for community members and faculty.</p> <p>Also see page 28.</p>	<p><b>Parent Conference Attendance</b> to build leadership capacity of parents and increase their knowledge of educational issues. <i>Parent Inv. Funds</i></p> <p><b>Parent Community Representative</b> will assist in coordination of volunteer program and serves as a liaison between the school and community. QEIA, Title I, <i>Parent Inv., EIA-LEP Funds</i></p> <p><b>Title I and Bilingual Coordinators</b> will coordinate parent and community involvement activities. <i>Title I, EIA-LEP Funds</i></p> <p><b>Instructional Materials and General Supplies</b> are needed to support parent involvement activities and home-school communications. <i>Parent Involvement Funds</i></p> <p><b>Audio Visual Equipment</b> will be purchased to support parent trainings and</p>	<ul style="list-style-type: none"> <li>• <b>Increased response rates</b> – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</li> <li>• <b>Welcoming environment and opportunities to participate</b> – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.</li> <li>• <b>Parent home involvement</b> should be at 90% for elementary schools and 80% for secondary schools in 2009-10. <b>School involvement</b> should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.</li> <li>• <b>Parent centers</b> – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.</li> <li>• <b>Communication</b> – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.</li> </ul>	<p>Parent Center Staff</p> <p>Community Representatives</p> <p>Teachers</p> <p>Title I Coordinator</p> <p>Technology Coordinator</p> <p>Administration</p>	<p>Fall 2009- June 2011</p>

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			<p><u>For faculty/staff:</u> Use Common Planning Time and weekly Family Advocate System (FAS) to:</p> <ul style="list-style-type: none"> <li>• Contact parents.</li> <li>• Devise a plan to recruit parent involvement.</li> <li>• Develop a parent participation program such as “bring a parent to school” day.</li> </ul> <p>Continue monthly “Coffee with the Principal”</p> <p>Provide a welcoming environment in the main office.</p> <p>Publicize the parent center, parent volunteer involvement, and all of the resources and assistance provided within the parent center. This information will also be included on the Wilson Website.</p>	<p>advisory committee meetings. <i>Parent Involvement Funds</i></p>			

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 Safe Schools

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<p><b>The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</b></p> <p><b>Wilson:</b> 47.7% students responded and 43.1% agreed or strongly agreed that they feel safe in school.</p>	<p>At least 90% of students respond “strongly agree” or agree</p>		<p><u>For students, parents, faculty/staff:</u></p> <ul style="list-style-type: none"> <li>• Address the Anti-bullying Bulletin</li> <li>• Use FAS Scenarios (in Chapter 8 of FAS binder)</li> <li>• Consistency of Progressive Discipline Plan by teachers and faculty</li> <li>• Principal-led student meetings about the MULES as expected school learning results and behaviors</li> <li>• Fund graffiti abatement</li> <li>• Continue community partnerships and participation in the Healthy Start Collaborative</li> <li>• Continue HEART program for student-led peer mediation</li> </ul>	<p>District</p> <p><b>Custodial Overtime</b> will allow custodians to abate graffiti beyond their regular work day. <i>QEIA</i></p> <p><b>Campus Aides and Supervision Aides</b> will support the school's Safe School Plan and Progressive Discipline Policy. <i>QEIA Funds</i></p> <p><b>Dean</b> will support the school's Progressive Discipline Plan. <i>QEIA Funds</i></p>	<ul style="list-style-type: none"> <li>• Increased and improved parent partnerships and welcoming environments</li> <li>• Increased external partnerships to support instructional incentives and parent participation support</li> <li>• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> <li>• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> <li>• Decreased graffiti and consistent reporting procedure for reporting graffiti</li> </ul>	<ol style="list-style-type: none"> <li>1) Staff/ Administration</li> <li>2) District Personnel</li> <li>3) Classified Assistants</li> <li>4) FAS advocates</li> </ol>	<p>Fall 2009- June 2011</p>														
<p><b>Decrease the number of suspensions</b></p> <table border="0"> <tr> <td><u>06-07</u></td> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>83,542</td> <td>75,049</td> <td>TBD</td> <td>TBD</td> </tr> </table> <p><b>Wilson:</b></p> <table border="0"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>10.9%</td> <td>7.5%</td> <td>-3.4%</td> </tr> </table>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	10.9%	7.5%	-3.4%	<p>25%</p>		<p><u>For students, parents, faculty/staff:</u> Continue current structures for a Progressive Discipline Plan with:</p> <ul style="list-style-type: none"> <li>• Dean's Office</li> <li>• Contiguous space for SLC administrators and counselors</li> <li>• PSW to provide a range of comprehensive services, including a schoolwide prevention, early intervention and treatment services.</li> </ul>	<p>District</p> <p><b>Psychiatric Social Worker</b> will collaborate with teachers and provide mental health consultation on an individual basis to develop strategies to assist “at risk” students. <i>Title I Funds</i></p>	<ul style="list-style-type: none"> <li>• Decrease non-mandatory suspension rates at all schools by 25%.</li> <li>• Increase the number of preventive school-wide discipline plans that are effectively implemented</li> <li>• Team Implementation Checklist</li> <li>• Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools</li> <li>• Documentation of IMPACT referrals and groups conducted</li> </ul>	<ol style="list-style-type: none"> <li>1) PSA</li> <li>2) Deans</li> <li>3) AP's</li> <li>4) Principal</li> <li>5) SLC Leads</li> <li>6) MLT/ Counselors</li> <li>7) FAS advocates</li> <li>8) IMPACT coordinator</li> </ol>	<p>Fall 2009- June 2011</p>
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<p><b>Increase attendance of staff and students</b></p> <table border="0"> <tr> <td><u>07-08</u></td> <td><u>08-09</u></td> <td><u>Change</u></td> </tr> <tr> <td>Students:93.99%</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>Staff: 93%</td> <td>TBD</td> <td>TBD</td> </tr> </table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	Students:93.99%	TBD	TBD	Staff: 93%	TBD	TBD	<p>96% 96%</p>		<p><u>For students and parents:</u> Utilize existing resources/activities:</p> <ul style="list-style-type: none"> <li>• PSA Counselor to develop and monitor individual student attendance plans.</li> </ul>	<p>District</p> <p><b>PSA Counselor (with Z time)</b> will support the school's comprehensive</p>	<ul style="list-style-type: none"> <li>• Increase attendance incentives/rewards systems</li> <li>• School-wide recognition</li> <li>• Increase attendance incentives/rewards systems</li> </ul>	<ol style="list-style-type: none"> <li>1) PSA</li> <li>2) Deans</li> <li>3) AP's</li> <li>4) Principal</li> <li>5) SLC</li> </ol>	<p>Fall 2009- June 2010</p>					
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School Organization/Support Services

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<b>Increase in the number of Title 1 Schools meeting AYP for two consecutive years</b>		All	<p><u>For students, parents, faculty/staff:</u> Uniform proctoring and assessing of Periodic Assessments</p> <p>Provide training through Small Learning Communities about the 5 AYP criteria and implications and using data-driven decision making models for:</p> <ul style="list-style-type: none"> <li>• CST participation rate</li> <li>• Graduation rate</li> <li>• 10th grade CAHSEE(380 pts.)</li> <li>• Proficiency Levels</li> <li>• API</li> </ul>	District	<ul style="list-style-type: none"> <li>• Schools meet CST annual measurable objective targets or</li> <li>• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>• Schools meet or exceed 95% participation rate</li> <li>• Schools meet or exceed API target</li> <li>• Schools meet or exceed graduation rate target</li> </ul>	Admin.  Coordinators  SLC Lead Teachers	Fall 2009- June 2011
<b>Decrease in the number of Title 1 Schools In PI status</b>		All	<p><u>For students, parents, faculty/staff:</u> See pages 11-14</p> <p>Achieve at least one year of AYP through data-driven decision making and strategies learned from Cognitive Coaching<sup>SM</sup> and Adaptive Schools.</p>	<p><b>Day to Day Substitutes</b> will release teachers to meet together in grade levels to analyze data and plan. QEIA, Title I, EIA-LEP, Title III Funds</p> <p><b>Conference Attendance</b> to build leadership capacity of parents and increase their knowledge of educational issues. QEIA, Title 1</p>	<ul style="list-style-type: none"> <li>• Schools meet CST annual measurable objective targets or</li> <li>• Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>• Schools meet or exceed 95% participation rate</li> <li>• Schools meet or exceed API target</li> <li>• Schools meet or exceed graduation rate target</li> </ul>	Admin.  Coordinators  SLC Lead Teachers	Fall 2009- June 2011
<b>Increase in the number of QEIA schools meeting annual targets</b>			<p>Provide appropriate teaching positions to meet QEIA class size expectations.</p> <p><u>For students, parents, faculty/staff:</u> Provide training through Small Learning Communities about the 7 QEIA criteria and implications and</p>	<p><b>Class-Size Reduction</b> Teachers to enhance learning opportunities, differentiation, and individualization. QEIA, Title I, Title I Stimulus, Title II Funds</p> <p><b>Counselor-Ratio</b></p>	<ul style="list-style-type: none"> <li>• Implementation of Class Size Reduction target of 25:1 by Fall 2010.</li> <li>• Implementation of 300:1 student to counselor ratio by Fall 2010.</li> </ul>	Admin.  Coordinators  SLC Lead Teachers	Fall 2009- June 2011

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Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during and after the school day for students not meeting grade level standards, include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities? Which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			using data-driven decision making models for: <ul style="list-style-type: none"> <li>• Williams textbook compliance</li> <li>• Class size</li> <li>• Counselor load</li> <li>• 40 hours of Professional Development</li> <li>• Highly Qualified Teachers</li> <li>• Teacher Experience Index</li> <li>• Academic Performance Index</li> </ul>	<b>Reduction</b> Counselors to provide intervention, and guidance. QEIA, Title I, Title I Stimulus, Title II Funds  <b>Clerical Position and Overtime</b> to provide clerical support for RTII, QEIA compliances, and Small Learning Community contiguous space. QEIA, Title I, Title I Stimulus			

**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114  
COMPONENTS FOR IMPLEMENTATION**

**1. Describe how the school provides increased learning time to underperforming students outside the school day.**

Through the 21<sup>st</sup> century grant, Wilson has a partnership with the Youth Policy Institute and their Rock on Education program. The program includes tutoring and a variety of performing and visual arts classes. The school also offers tutoring school wide and by Small Learning Communities. Many teachers also volunteer their time for tutoring.

**2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).**

**The following strategies will be utilized to meet the educational needs of Migrant Students:**

- Ensure that the Family Questionnaire will be part of the enrollment packet.
- The Principal will designate a contact person for matters pertaining to migrant children and the contact person will be the Agents of Change SLC counselor, Elizabeth Mejia.
- Complete, analyze and monitor the Individual Learning Plan.
- Assure that recommended support services are provided.
- Provide/facilitate in-service to staff and parents on the Migrant Education Program.
- Make sure Individual Learning Plan is kept on file in the student's cumulative records.
- Contact Migrant Education Office for support.

**The following strategies will be utilized to meet the educational needs of Homeless Students:**

- Include the Student Residency Questionnaire in school enrollment packet and ensure the questionnaire will be given to students who are already enrolled but have since become homeless.
- The Student Residency Questionnaire will be disseminated annually.
- The Student Residency Questionnaire for identified homeless students will be faxed to the Homeless Education Program upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will be the PSA, Veronica Navarro. He/she will adhere to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services.

**The following strategies will be utilized to meet the educational needs of American Indian Students:**

- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the Assistant Principal, Attendance, Vicente Lossada.

**3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high caliber teachers.**

To assist in this effort, LAUSD maintains an aggressive and far reaching recruitment plan. The district offers over 1,000 early entry contracts to outstanding highly qualified credentialed teachers to secure them for employment. The district also utilizes UCLA's Center X Program and Teach For America students, all of who are credentialed or interns and committed to inner city schools. LAUSD provides a rigorous test preparation program for the limited number of provisional teachers (currently 0.6% of the total teaching force) to assist them in meeting the subject matter requirement for highly qualified teachers. LAUSD is the only school district in the nation to use the Virtual Resume System, a web based software program that enables Program Improvement Year 4 and Year 5 schools and schools in deciles 1 – 3 first priority to fully credentialed teachers. Lastly, principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with NCLB. Beginning in 2008-09, LAUSD began offering a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become NCLB compliant in all subjects taught. At Wilson, potential candidates for employment are interviewed by key personnel within a Small Learning Community, including an administrator, SLC representative and departmental representative, like the chair. Candidates are hired based on vacancies in an SLC and student needs, per candidate as well.

**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114  
COMPONENTS FOR IMPLEMENTATION  
(continued)**

**4. Describe how the school will coordinate and integrate federal, state, and local services and programs.**

The SPSA is a data-driven action plan that was created by a variety of stakeholders to purposefully create school goals and align resources accordingly. Each department and leadership teams set measurable goals based on on-going data analysis. This includes distributed accountability through Professional Learning Communities. Title I supports school wide supplemental and community resources. Bilingual, Title III, supports increased English fluency. California Partnership Academies focus on career/technical pathways and curricular needs. QEIA provides for class size reduction and professional development. All of the funding sources are directly aligned with the SPSA.

**5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.**

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of *Single Plan for Student Achievement*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the action plans have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

The program coordinators are responsible for maintaining financial records of their corresponding funds. Title I oversees the Title I budget, for example. The coordinators also review the action plans. The Mules Leadership Team (administrators, coordinators, SLC Lead Teachers, department chairs) and School Site council submits updates as needed and participates in on-going dialogue about the SPSA in order to recommend appropriate modifications.

**TITLE IV / Tobacco Use Prevention Education (TUPE) PROGRAMS  
COMPONENTS FOR IMPLEMENTATION**

<p>1. Describe how the school implements the science-based, research-validated State approved curricular programs <i>Project Toward No Drug Abuse</i> taught to all students in Grade 9<sup>th</sup> grade health class and <i>Minnesota Smoking Prevention</i> taught in Grade 9 health class in TUPE high schools with fidelity in the classroom to prevent illegal drug, alcohol and tobacco use and to reduce violence.</p> <ul style="list-style-type: none"><li>• Records show that all appropriate teachers have been trained in <i>Project Toward No Drug Abuse</i> and <i>Minnesota Smoking Prevention</i>.</li><li>• Compliance and accountability forms indicate that teachers completed <i>Project Toward No Drug Abuse</i> and <i>Minnesota Smoking Prevention</i>.</li><li>• Curriculum was taught following the publisher's guidelines.</li><li>• Accurate inventory lists of curriculum and materials are kept by the administrator/designee at the school site.</li><li>• Compliance and accountability forms are completed by the TUPE Coordinator or administrator/designee.</li></ul>
<p>2. Describe the staff development opportunities offered to individuals who implement the scientific research-based, State approved programs addressing alcohol, drug, and tobacco use and violence prevention and intervention.</p> <ul style="list-style-type: none"><li>• TUPE Coordinator or administrator/designee keeps sign-ins and agendas of trainings provided.</li><li>• Coordinator or administrator/designee completes compliance documentation to demonstrate implementation.</li><li>• TUPE Coordinator or administrator/designee set up trainings with local district Health Education Programs (HEP) advisor.</li></ul>
<p>3. Describe how intentional positive youth development and asset building strategies and activities have been implemented at the school site.</p> <ul style="list-style-type: none"><li>• TUPE Coordinator or administrator/designee works with other school staff to promote asset development through positive activities such as after school programs, cross-age tutoring, clubs, peer counseling and community service work.</li><li>• School shows evidence of intentional efforts to ensure that the teachers have high expectation responses and concern for all students.</li><li>• School provides opportunities for meaningful participation in their educational process.</li></ul>
<p>4. Describe how school staff receives Bulletin No. 3277.0 (Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, and Tobacco) and Bulletin No. 3276.1 (Compliance on Services for Pregnant Minors and Parenting Minors).</p> <ul style="list-style-type: none"><li>• Faculty agendas and sign-in sheets documenting the presentation of Bulletins 3276.1 and 3277.0.</li></ul>
<p>5. Describe how school is adhering to the regulations for posting Tobacco Free Facility Signs.</p> <ul style="list-style-type: none"><li>• Signs are posted at all entrances of the school.</li><li>• The no smoking policy is enforced by administrators at the school site.</li><li>• Do You Want to Quit? signs are posted in the faculty lounge and classrooms.</li><li>• Penal code 308(b) signs are posted in all secondary classrooms.</li></ul>
<p>6. Describe intervention strategies that are used after a student is identified as "at risk" because of his/her use or possession of alcohol, drugs, or tobacco or because of violent behavior.</p> <ul style="list-style-type: none"><li>• IMPACT and TUPE Coordinators keep accurate attendance rosters and tracking forms of students participating in IMPACT groups, <i>TEG</i> and <i>TAP</i>, and <i>I Quit</i>.</li><li>• IMPACT and TUPE documentation is sent to the HEP Office.</li><li>• A list of interventions is kept at the school site.</li></ul>

**TITLE IV / Tobacco Use Prevention Education (TUPE) PROGRAMS  
COMPONENTS FOR IMPLEMENTATION  
(continued)**

- |  |
|--|
| <p>7. Describe how parental notification of prevention, intervention, and cessation services for their students is provided.</p> <ul style="list-style-type: none"><li>• Documentation of all parent newsletters containing Title IV, TUPE, and IMPACT information.</li><li>• Documentation that the parent/student handbook has been distributed to all students.</li><li>• A listing of programs offered to parents and parent informational meetings concerning drug-, alcohol-, tobacco-, and violence prevention is a part of the school's safety plan.</li><li>• TUPE and IMPACT Coordinators keep parent permission documentation at the school site for students referred to IMPACT, <i>TEG</i> and <i>TAP</i>, or <i>I Quit</i> smoking cessation groups.</li><li>• TUPE Coordinator keeps accurate records of all TUPE expenditures.</li></ul> |
| <p>8. Describe what services are available to pregnant minors and minor parents about tobacco-use prevention and cessation at the school site.</p> <ul style="list-style-type: none"><li>• TUPE Coordinator provides staff awareness of pregnant minors and minor parent services through distribution of BUL-3276.1.</li><li>• School nurse keeps documentation of the pregnant minors who have received instruction in <i>Make Yours a Fresh Start Family</i> or <i>Tobacco Free Generations</i> and received information about other support services.</li></ul>  |

**Woodrow Wilson High School**

**PARENT INVOLVEMENT POLICY**

*Each school in LAUSD is required to develop a written parent involvement policy. This policy describes how the school will support and increase parent involvement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school’s Title I program requirements.*

*Schools not receiving categorical funds must develop a written parent involvement policy with the participation of parents and community members that describes how the school will:*

- (a) engage parents in their children’s education*
- (b) inform parents that they can directly effect the success of their children’s learning*
- (c) build consistent and effective communication between the home and school*
- (d) train teachers and administrators to communicate effectively with parents*
- (e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

*Questions regarding this requirement should be addressed to the Local District Parent Ombudsperson or School, Family and Parent/Community Services Branch at (213) 481-3350.*

Committees	Chairperson		Check		Date of review by Committee
	Print Name	Signature	Parent	Staff	
Compensatory Education Advisory	Dan Cameron		x		January 14, 2010
English Learner Advisory	Alicia Gonzalez		x		January 14, 2010

Committees	Chairperson		Check		Date of review and approval by Council
	Print Name	Signature	Parent	Staff	
School Site Council	Barry Shanley			x	January 14, 2010

Person(s) Responsible for Parental Involvement Activities at the School Print Name (s)	Signature(s)
Ursula Rosin, Fidel Fuentes, Gabriella Guerra	

## Woodrow Wilson High School



LOS ANGELES UNIFIED SCHOOL DISTRICT

### *Woodrow Wilson High School*

4500 MULTNOMAH STREET, LOS ANGELES, CALIFORNIA 90032

TELEPHONE: (323) 276-1600 FAX: (323) 223-7936

Ramon Cortines  
*Superintendent of Schools*

Roberto A. Martinez  
*Local District 5 Superintendent*

Ursula Rosin  
*Principal*

## SCHOOL PARENT COMPACT

Wilson High School, and the parents of the students who attend Wilson High School, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year **2009-2010**

### School Responsibilities

Wilson High School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards.
  - a. Teachers will use a diversity of methods to keep students attentive and to promote motivation for learning.
  - b. Administrators will visit classrooms to observe the learning environment.
  - c. All staff will make an effort to know students, parents and the WHS community on a personal basis.
  - d. All staff will communicate with respect and understanding for all members of the WHS community.
  - e. All staff will be role models for the students of WHS.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a. Parent-teacher conferences will be held 2x a year following the 10wk report card.
3. Provide parents with frequent reports on their children's progress.
  - a. Parents will be informed on a regular basis with phone calls and progress reports about student attendance and performance.
  - b. Parents will receive information from Title 1 on a monthly basis regarding the Parent Center schedule, meetings, and other scheduled activities.
4. Provide parents reasonable access to staff.
  - a. Parents will be welcome at WHS and their needs attended to as quickly as possible.
  - b. The Principal will meet with parents to discuss concerns and answer questions.
  - c. Parents will have contact information to schedule appointments with the appropriate school personnel in a timely manner.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - a. Parents will be able to volunteer through the Parent Center.

## Woodrow Wilson High School

Parents will be able to arrange classroom visits with student's counselors

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitor homework and school projects, and provide a place to study a regular basis.
2. Make sure that students get to school on time and talk about the importance of being in class.
3. Make an effort to attend parent meetings.
4. Make an effort to attend school events in support of the students.
5. Use the information from the report card to understand student attendance and academic progress, and make changes at home to improve student academic success.
6. Provide accurate contact information to the school.
7. Help take care of all school property (including books, desks, walls, etc.).
8. Make an effort to know their students counselor and advocate for their students needs.
9. Teach children the manners and courtesies that should be used at school.

### Student Responsibility

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

1. Have respect for all members of the WHS Community including staff, teachers, parents, volunteers, and other students, as well as have respect for all school property.
2. Complete homework and class work, and attend class on time, striving for academic success,
3. Ask for help when it is needed, academically and socially, and make an effort to get to know the programs on campus that are available for students.
4. Have respect for the diversity of people in the WHS community.

\_\_\_\_\_  
Signature: Principal

\_\_\_\_\_  
Signature: Parent

\_\_\_\_\_  
Signature: Student

\_\_\_\_\_  
Signature: FAS Personnel

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return to the Title 1 Office.

## Woodrow Wilson High School

### MONITORING

A comprehensive and multi-level monitoring process will assist the school and the Local District in evaluating the implementation of “Action Plans” and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and the Local District will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.

**Directions:** Provide a succinct description of how the school will monitor the “Action Plans” and include members of the monitoring committee, frequency of the meetings and the process for reporting the committee’s findings with stakeholder groups.

<b>Description of School Monitoring Process</b> <i>(Include monitoring of “Action Plan” activities by assessing “Evidence of Progress”. Additionally, include a schedule of sessions for: (a) analyzing data from the District’s “Diagnostic Periodic Assessments” and (b) examining student work samples in order to inform future instruction/learning.)</i>	<b>Members of Monitoring Team Reporting to SSC</b>	<b>Process for Reporting Results</b>	<b>Timeline (Frequency)</b>
<p>The Wilson Instructional Leadership Team is a Professional Learning Community that meets weekly to study research, and will do parts a and b above.</p>	<p>Wilson Instructional Leadership Team (comprised of administrators and coordinators)</p>	<p>Provide compilation of data gathered during Wilson Walks (classroom visits), departmental Banked Days, and Common Planning Time at SSC meetings.</p>	<p>Monthly</p>
<b>Description of Local District Monitoring Process</b> <i>(An attachment may be provided by the Local District which includes analysis of “Evidence of Progress”, alignment of appropriate textbooks/supplementary materials, and use of diagnostic periodic assessments to inform instruction and improve academic achievement. The Superintendent has delegated authority to the Local Districts to closely monitor the academic program and related expenditures in all Program Improvement schools.)</i>	<b>Members of Monitoring Team</b>	<b>Process for Reporting Results</b>	<b>Timeline (Frequency)</b>
<ul style="list-style-type: none"> <li>• Local District 5 will monitor the SPSA. Directors will meet, at least once a year, with school principals and leadership team members to discuss the action steps and evaluate the progress of implementation. School site principals and leadership teams will provide status reports to directors on the implementation and monitoring of their plan. Instructional Support Services will assist schools in rewriting, evaluating and updating the Single Plan as appropriate.</li> <li>• Local District will review and approve budget expenditures to ensure that they are aligned to central and local district initiatives and consistent with the goals/ actions delineated in the school’s SPSA.</li> <li>• Local District 5 will monitor compliance items.</li> </ul>	<ul style="list-style-type: none"> <li>• Local District 5 Superintendent</li> <li>• Directors of School Services</li> <li>• Instructional Support Services Administrator of Instruction and staff</li> <li>• Categorical Programs Coordinators</li> <li>• Parent Ombudsperson Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Local District 5 staff reports findings through meetings with school site stakeholder groups and through written communications</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, Directors of School Services meet with Principals to review reports and data. Budgets will be evaluated during Budget Development for alignment to the SPSA and throughout the year as programs are assessed.</li> </ul>

## ATTACHMENTS

*Directions: Attach materials which include the following:*

### Submit with Plan:

- **SSC Approval of SPSA** (CPM: Governance and Administration)
  - Include copies of agenda and minutes verifying approval of the SPSA.
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
  - Documentation (i.e., agendas, sign-ins, minutes) must remain at school site for five years.
- **Annual Title I Meeting** (CPM: Governance and Administration)  
Evidence of yearly Title I parent meeting. (Agenda and flier)
- **Parents-Right-to-Know Letter** (CPM: Staffing) (If applicable)  
Section 1111 of NCLB requires that parents of students attending Title I schools be notified of their right to request and receive timely information on the professional qualifications of their children's classroom teachers. The LAUSD Parent/Student Handbook also contains information on parental rights.
- **Parent Involvement Policy**
- **School-Parent Compact**
- **March 2010 WASC Self-study Chapter 2 (critical areas of need) & 3 (progress report)**

### Retain at the School:

- **Small Learning Community Plan**
- **WASC (Senior High Only)**

**Seven Dimensions for  
Categorical Program Monitoring (CPM)  
Alignment to the *Single Plan for Student Achievement (SPSA)***

<b>SEVEN DIMENSIONS FOR CPM</b>	<b>HOW THE SEVEN DIMENSIONS FOR CPM ALIGNS WITH THE SPSA</b>
<p><b>I. Involvement</b> Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p>	<ul style="list-style-type: none"> <li>▪ School, Family, and Community Partnerships Survey Results</li> <li>▪ Parent Involvement Policy</li> <li>▪ School-Parent Compact</li> </ul>
<p><b>II. Governance and Administration</b> Policies, plans, and administration of categorical programs meet statutory requirements.</p>	<ul style="list-style-type: none"> <li>▪ School Program Identification</li> <li>▪ School Site Council Composition</li> <li>▪ Committee Recommendations and Assurances</li> <li>▪ Mission Statements and School Profile Descriptions</li> <li>▪ Components for Implementation</li> <li>▪ Monitoring</li> </ul>
<p><b>III. Funding</b> Allocation and use of funds meet statutory requirements for allowable expenditures.</p>	<ul style="list-style-type: none"> <li>▪ Action Plans</li> <li>▪ Budget</li> <li>▪ Components for Implementation</li> </ul>
<p><b>IV. Standards, Assessment, and Accountability</b> Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>	<ul style="list-style-type: none"> <li>▪ Key Findings and Action Plans</li> <li>▪ Components for Implementation</li> </ul>
<p><b>V. Staffing and Professional Development</b> Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.</p>	<ul style="list-style-type: none"> <li>▪ Key Findings and Action Plans</li> <li>▪ Components for Implementation</li> </ul>
<p><b>VI. Opportunity and Equal Educational Access</b> Participants have equitable access to all programs provided by the local educational agency, as required by law.</p>	<ul style="list-style-type: none"> <li>▪ Key Findings and Action Plans</li> </ul>
<p><b>VII. Teaching and Learning</b> Participants receive core and categorical program services that meet their assessed needs.</p>	<ul style="list-style-type: none"> <li>▪ Key Findings and Action Plans</li> <li>▪ Components for Implementation</li> </ul>

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Federal and State Education Programs

Specially Funded Programs, Compliance and Technical Support

***Single Plan for Student Achievement***  
**2009-2010**

**Schoolwide Program (SWP) Plan Checklist**

NCLB Section 1114

This checklist contains *only* the requirements for a Title I SWP plan. It does not reflect additional Federal Title requirements (Titles II, III, IV, and V), nor does it reflect any current state program requirements (e.g., EIA-LEP, etc.).

<b>Local District</b>	5
<b>School</b>	Woodrow Wilson High School
<b>Local District Reviewer(s)</b>	Yvonne LaMarre, Jesus Angulo
<b>Date</b>	January 22, 2010

**The written SWP plan:**

- X Has been developed and approved by the school site council (SSC), and supporting documentation is on file.
- X Has been developed with the involvement of parents (including advisory committees), teachers, administrators, students (if secondary school), and other school staff, as appropriate.
- Has been developed in coordination with programs under Reading First (if applicable).
- X Serves as the *Single Plan for Student Achievement* at the school.
- X Will be made available to the district, parents, and the public in an understandable and uniform format in a language that parents can understand, after a model/example has been provided by the district.
- X Will be in effect for the duration of the school's participation in SWP and will be reviewed annually and revised as necessary by the school.

## Woodrow Wilson High School

Required Schoolwide Program Components:	Indicate page number(s) where components are located in the SPSA	Reviewer Validation		
		YES	NO	Comments
➤ Comprehensive needs assessment of the entire school has been completed.	<ul style="list-style-type: none"> <li>• Key Findings Pages 17</li> <li>• School Experience Survey Pages 23-24</li> <li>• Action Plan Pages 28-49</li> </ul>			
➤ School wide reform strategies that provide opportunities for all children to become proficient the state content standards and use effective methods and instructional strategies that rely on scientifically based research that are used to:	<ul style="list-style-type: none"> <li>• Action Plan Pages 28-49</li> </ul>			
<ul style="list-style-type: none"> <li>• Strengthen the core academic program;</li> <li>• Increase learning time for underperforming students outside the regular school day;</li> <li>• Include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students).</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plan Pages 28-49</li> </ul>			
	<ul style="list-style-type: none"> <li>• Components for Implementation</li> <li>• Page 50</li> </ul>			
	<ul style="list-style-type: none"> <li>• Components for Implementation</li> <li>Page 50</li> </ul>			
➤ Instruction by highly qualified teachers is provided.	<ul style="list-style-type: none"> <li>• Highly Qualified Teachers page 34</li> </ul>			
➤ Strategies to attract high quality, highly qualified teachers are evident.	<ul style="list-style-type: none"> <li>• Components for Implementation</li> <li>Page34</li> </ul>			
➤ High-quality and ongoing professional development for the school community is provided.	<ul style="list-style-type: none"> <li>• Action Plan Pages 12-33</li> </ul>			
➤ <b>Strategies to increase parental involvement such as family literacy services are evident.</b>	<ul style="list-style-type: none"> <li>• School Experience Survey Page 7</li> </ul>			
	<ul style="list-style-type: none"> <li>• Updated Parent Involvement Policy</li> <li>Page 54</li> </ul>			
	<ul style="list-style-type: none"> <li>• Updated School-Parent Compact</li> <li>Page 55-57</li> </ul>			
➤ Plans for assisting preschool children in the transition from early childhood programs to elementary (elementary schools only) are evident.	<ul style="list-style-type: none"> <li>• Components for Implementation</li> <li>Page N/A</li> </ul>			
➤ Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program are evident.	<ul style="list-style-type: none"> <li>• Action Plan Pages 28-49</li> </ul>			
➤ Activities to ensure that underperforming students having difficulty mastering the state content standards receive timely, effective additional assistance are provided.	<ul style="list-style-type: none"> <li>• Action Plan Pages 28-49</li> <li>• Components for Implementation</li> <li>Page 50</li> </ul>			
➤ Coordination and integration of federal, state, and local services and programs is evident.	<ul style="list-style-type: none"> <li>• Components for Implementation</li> <li>Page 51</li> </ul>			

## ***Single Plan for Student Achievement (SWP)*** **includes the following:**

### **School Program Identification Page**

- X All consolidated programs is complete
- X School CDS code

### **Committee Recommendations and Assurances**

- X Chairperson signatures
- X Attestations
- X Date plan is accepted

### **Action Plans:**

- X Action Plan: High Academic Achievement
- X Action Plan: Graduation Rate
- X Action Plan: Personalized/College Career Ready
- X Action Plan: Parent and Community Engagement
- X Action Plan: Safe Schools
- X Action Plan: School Organization/Support Services

### **School Site Council (SSC)**

- X Correct council composition
- X Required signatures
- X Copy of waiver for a merged council

### **X School Experience Survey**

### **X Components for Implementation Page**

### **Monitoring**

- X School
- X Local District

### **X CD or SPSA submitted with plan**

### **X Attachments**

#### **Submit with Plan:**

- X Annual Title I Meeting (Agenda, flier)
- X Parent's Right to Know Letter
- X SSC Approval of SPSA (Agenda, minutes)
- CMIS Plan (If applicable)
- X WASC, Chapters 2 & 3

#### **Retain at school site:**

- X SARC
- X Small Learning Community Plan (If applicable)
- X WASC (Senior High Only)

## FLIER FOR ANNUAL TITLE I MEETING

Dear Parents

You are invited to join Wilson High Schools Compensatory Education Advisory Committee (CEAC), English Learner Advisory Committee (ELAC) and School Site Council (SSC). The purpose of these committees is to work together with Administrators, Teachers, Coordinators, Students and Community Members to help develop an effective educational program and plan that raises student achievement.

*Estimados Padres:*

*Queremos invitarlos a las juntas de la Escuela Preparatoria de Wilson Comité Asesor Para La Educación Compensatoria (CEAC), Comité Asesor Para La Educación De Los Estudiantes Del Ingles (ELAC), y el Consejo Escolar del Plantel Educativo (SSC). El propósito de estos comités es para trabajar juntos con la Administración, Maestros, Coordinadores, Estudiantes y Miembros de la Comunidad para ayudar a desarrollar un programa educacional efectivo para aumentar el aprovechamiento académico de todos los estudiantes.*

**CEAC ◊ ELAC ◊ SSC**

**Parent Orientation:** September 15<sup>th</sup>, 2009

*Orientación de Padres: 15 de septiembre, 2009*

**Election** of all Members and Officers: September 22<sup>th</sup>, 2009

*Elección de Miembros y Oficiales: 22 de septiembre, 2009*

**6pm WHS Library / Biblioteca**

Refreshments will be served and childcare will be provided.  
*Se proveerá cuidado de niños y refrescos.*

Sincerely,

Ursula Rosin,  
Principal

Fidel Fuentes,  
Title 1 Coordinator

Gabriela Guerra,  
English Learner Coordinator

<b>Participants:</b> CEAC <b>Meeting Location:</b> Wilson Library		<b>Date:</b> October 20, 2009 <b>Start Time:</b> 6:00 pm <b>End Time:</b> 7:00 pm
<b>6:00pm</b>	<p><b>Call to Order / Apertura</b></p> <p><b>Pledge of Allegiance / Juramento a la Bandera</b></p> <p><b>Roll Call / Lista de Presentes</b></p> <p><b>Approval of Minutes / Aprobación de las Minutas</b></p> <p><b>Welcome / Bienvenida</b></p> <p><b>Focus on Instruction / Énfasis en la Instrucción</b></p> <ul style="list-style-type: none"> <li>▪ PSA Counselor/ Consejera de Asistencia</li> <li>▪ Programs for Parents/ Programas para Padres</li> <li>▪ Title I Program Overview /Repasada al Programa del Titulo 1</li> <li>▪ Budget Update / Información al día del Presupuesto</li> </ul> <p><b>Reports / Reportes</b></p> <ul style="list-style-type: none"> <li>▪ Chairperson / Presidenta</li> <li>▪ Principal / Director, Escuela</li> <li>▪ LD Representative / Representante de la Zona</li> </ul> <p><b>Announcements / Anuncios</b></p> <ul style="list-style-type: none"> <li>▪ Parent Center / Centro de Padres</li> <li>▪ Members / Miembros</li> </ul>	<p>David Coloma President/Presidente</p> <p>Jose Ambriz Secretary/Secretario Members / <i>Miembros</i></p> <p>Ursula Rosin Principal / Directora</p> <p>V. Navarro PSA Counselor/Consejera</p> <p>Adela Castellanos LD 5 Adult Divison Comm. Representative</p> <p>Fidel E. Fuentes Title I Coordinator</p> <p>David Coloma Principal Rosin Rocio Martin del Campo</p>
<b>7:00pm</b>	<p><b>Adjournment / Clausura</b></p>	<p>Members / <i>Miembros</i></p>

Los Angeles Unified School District, LD5  
Woodrow Wilson Senior High School

**School Site Council**

**AGENDA**

<b>Participants:</b>	School Site Council Members	<b>Date:</b>	January 14, 2010
<b>Meeting Location:</b>	Room 311	<b>Start Time:</b>	3:15 P.M..
		<b>End Time:</b>	4:45 P.M..
<b>Purpose of Meeting:</b>	<b>To address issues affecting student success</b>		
3:15 P.M.	Welcome and Purpose	<b>Mr. Shanley, SSC Chair</b>	
	1. Approval of Minutes	<b>Mr. Shanley &amp; Ms. Keipp</b>	
	2. Old Business and Reports		
	Single Plan for Student Achievement Review and Approval	<b>Principal Rosin &amp; Ms. Keipp</b>	
4:45 p.m.	Adjournment	<b>SSC Chair</b>	

## Cornell Notes

Subject: School Site Council      Date: January 14, 2010

Attendees: Patricia Jose, Sophia Lee, Valencia Bernard, Arlene Hayes, Barry Shanley, Ursula Rosin, Dan Cameron, Mylene Keipp and guests  
(see sign in)

Agenda Items	Details
<p>Welcome and Purpose of SSC</p> <p>Minutes Review</p> <p>Single Plan for Student Achievement (SPSA)</p>	<p>B. Shanley</p> <p>motion by V. Bernard and P. Jose for 12/10/09 unanimously approved</p> <p>Ms. Rosin asked about copy of merger form</p> <p>Mr. Cameron asked about merger and SDMC and Mr. Shanley explained waiver</p> <p>Ms. Rosin explained purpose and format of SPSA: School overview Action Plans: Student Achievement, Safe Schools, Graduation Rate, Personalization. College Ready, Parent and Community Engagement, School Organization/Support Services</p> <p>Explained process of input from teachers, students, parents</p> <p>During today's Common Planning Time, M. Keipp and D. Way presented WASC and SPSA action plans to show alignment and seek input for clarity and feasibility of strategies</p> <p>Accreditation report reflects goals for school</p> <p>Review SPSA as a group with questions, clarifications and revisions</p>

<p>Requests for Budget Adjustments</p>	<p>Given input from faculty and SSC by email, M.Keipp will produce document for Tuesday. (Revisions pending in February with budgetary releases.)</p> <p>motion by V.Bernard and P.Jose for 12/10/09 unanimously approved for SPSA in principle, awaiting signatures Tuesday morning and afternoon, M.Keipp to mark revisions and provide an electronic copy</p> <p>Mr.Shanley suggests a need for an emergency Wednesday in the afternoon, if necessary if major changes may need to be addressed</p> <p>To reconcile HPSG expenditures:  1a 1,617.39  1b 5,863.78 (delivered)  2 3,951 (to be ordered)  3 2,500  100 hours, \$25 (Saturday hours for PM and Saturday)</p> <p>\$ 13,932.18 with adjustments for future needs</p> <p>Keipp motioned, Cameron seconded, unanimously approved</p> <p>Adjourned at 5:10pm</p>
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Summary and Reflection:

The principal and SIF provided an overview of the SPSA and SSC approved it, in principle, pending revisions from staff and parent input.

The SPSA provides a comprehensive structure for the various initiatives that Wilson is pursuing for students, parents/community, and faculty /staff.

Wilson's WASC Chapter 2 for Accreditation Visit on March 7-10, 2010  
Data Analysis and Critical Academic Needs

**Staffing**

- WHS continues to struggle to retain new teachers. 57% of the WHS teachers have less 5 years of experience, which makes steady improvement through research-based professional development difficult.

Critical Question(s):

1. How might WHS retain its teaching staff so that reform efforts can mature through the long term work of a staff continually growing through the work of SLC and department PLCs?

**Attendance**

- The attendance rate has steadily improved from 88% to 92% due to a coordinated effort by teachers, structural improvements in SLCs, the implementation of a Family Advocacy System, and the work of the Diploma Project Advisor (no longer a position) and PSA Counselor.
- WHS students continue to struggle with tardiness despite the implementation of tardy sweeps.

Critical Question(s):

1. What ways can we utilize contiguous space to improve administrative and out of classroom personnel's ability to monitor student tardiness?

**API / AYP**

- WHS over the past three years has improved its API . In 2009 and 2007 there were significant gains that met our API growth targets, both schoolwide and in all subgroups.
- WHS failed to meet AYP over the last three years and continues to be a PI 5+ school and has met 14 of 18 targets.
- WHS has shown improvement in mathematics, meeting the proficient growth rate requirement in 2009 for all subgroups.

Language Arts failed to meet adequate growth in proficiency in 2009 in all subgroups. Meeting the growth rate would have taken WHS off of PI status.

Critical Question(s):

1. What strategies and / or organizational efforts of the Math department might be duplicated by the English department that would help facilitate similar success in AYP.
2. How might Periodic Assessments be used to improve instruction and reteaching of key standards?

### **English Language Learners**

- While the re-designation of EL students at WHS has grown slowly over the past five years, it continues to be an area of need as the vast majority of EL students are unable to adequately perform on the CELDT.
- EL students continually underperform on the CST; consequently, they fail to meet the growth rate in proficiency in Language Arts on AYP.

#### Critical Question(s):

1. How might professional development and CPT be organized to ensure teachers continually share effective SDAIE strategies?
2. How might teachers utilize CPT and FAS to support EL students within SLCs?

### **CST**

- Language Arts Cohort trends reveal that as WHS students advance by grade level the percent that are proficient or advanced decreases. Also, EL and Special Education students significantly underperform the rest of the student population in Language Arts.
- Algebra I and Geometry have slightly improved students performing advanced or proficient over the past three years. Algebra II has experienced almost no gain in students scoring advanced and proficient.
- Physics has the highest percent of advanced and proficient students. 9<sup>th</sup> grade students in Biology have the highest percent of advanced and proficient students as compared to 10<sup>th</sup> and 11<sup>th</sup> grade students in the class and all students in Chemistry.
- 11<sup>th</sup> grade students tested in U.S. History outperform students taking the World History component of the CST.

#### Critical Question(s):

1. How might the thematic electives of each SLC be used to support the mastery of essential Language Arts standards?
2. What intervention models can be used to support Algebra II students?
3. Why do 9<sup>th</sup> grade students in Biology outperform other grades in Biology and all Chemistry students? How can we support our Chemistry students? Could math interventions be coupled with Chemistry to improve test scores in this area?

4. What accounts for the drastic difference between students taking the World History component of the test and students taking the U.S. History component?

### **CAHSEE**

- WHS students struggle to pass both the ELA and Math section in their first attempt.

Critical Question(s):

1. Can a CAHSEE intervention program be developed utilizing our new schedule?

### **Grades**

- 45% of Algebra I students fail.
- All other core curriculum class grades are over 74% with many over 80%.
- Students pass their English and Math intervention courses at a higher percentage than their corresponding core curriculum course. There is a 6% difference between the passing grades of students taking English 9 and the corresponding intervention Speech course. There is a 32% difference between Algebra I and the corresponding intervention course.
- There is a 5% drop in passing grades between English 9 and English 10.
- Students in World History fail more than 10% in U.S. History, 19% than in Government, and 21% in Economics.
- ICS pass rates are over 10% lower than all other science courses.

Critical Question(s):

1. What accounts for the improved grades in the intervention classes versus their corresponding core subject course?
2. Is there a commonality that can be identified between the introductory courses across each core subject area that every department can focus on to improve student performance in those introductory courses?

### **Graduation Rates**

- WHS graduation rates have improved significantly from 2004 to 2008.

Three critical areas for academic achievement emerge from Wilson High School's growth on the critical areas since the 2007 revisit and performance data since 2003:

**1. Address the literacy needs of our English Learners through implementation of school-wide SDAIE strategies.**

Data	ESLR	Rationale	Possible classroom/school activities
AYP for ELA in subgroups	Listen, speak and act with empathy and compassion	Students need more time to use English in authentic settings with interactive strategies for listening, speaking, reading, and writing. Students need to connect with accuracy in English as engaged learners.	- Read short stories that deal with topics.
Re-designation rates	Strive for academic and personal excellence		
ELA passing rate in classes			
ELA passing rates on CAHSEE			-Common rubrics by content area.
ELA advanced and proficient rates on CST			
Implementation of English double-dosing (Speech)			- As a class, student correct sample work in class.
Master schedule			

The English Language Development of Wilson students require a school wide re-focusing on specific literacy strategies for accuracy with language conventions and usage. Professional development through Learning Teams and other Professional Learning Communities will provide literacy support for all content areas, especially the core, and also provide for intervention through data-driven decisions.

**2. Improve numeracy by reinforcing basic Algebra skills throughout the Geometry pacing plan. (The effects of this are three fold: 1) supporting prior knowledge, 2) built in support for success in Algebra 2, and 3) supporting skills tested on the CAHSEE.)**

Data	ESLR	Rationale	Possible classroom/school activities
AYP for Algebra Algebra passing rate in classes Algebra advanced and proficient rates on CST Teacher-developed Algebra 1A1 and Math Readiness pacing plans Master schedule	Strive for academic and personal excellence	Most Wilson students lack a mathematical foundation to solve basic computation, word problems, or apply formulas. The abysmal test scores are not reflective of the passing scores in the classes, which show an inability to attain course-level standards on standardized testing formats.	- As a class calculate average homework completion rate. -Use Algebra proofs

The lack of elementary level mathematics knowledge of Wilson students requires data-driven analysis by teachers of student performance on the periodic assessments, CST and CAHSEE to create targeted pacing plans. Professional development through Learning Teams and other Professional Learning Communities will provide numeracy support for all content areas, especially the core, and also provide for intervention through data-driven decisions.

**3. Develop a coherent thematic program in each of our Small Learning Communities that supports the instructional needs of the students.**

Data	ESLR	Rationale	Possible classroom/school activities
Student accountability for academic and personal goals through SLC personnel	Model honesty, integrity, and responsibility	The personalization of SLCs allows students and faculty interaction about educational and personal matters.	-Mentor program within SLCs.
Maintenance of tall, pure, and equitable SLC structures	- as principled students, citizens, and human beings	AS SLCs provide greater opportunity for thematic electives, students can connect to current and post-secondary goals through application and reflection.	- Cross-cultural FAS Lessons on culture and sub-cultures.
Disaggregated SLC data	Understand and respect each other and our differences		
Family Advocacy System	- at school, within our society, and in the world at large		-Guest Speakers
	Engage in safe activities and healthy relationships		-Visual Clues
			- Discuss SLC theme and its role in the real world in class.
			-Community Walks for teachers.
			-Organize after school events that involve SLC themes.

As the structures of SLCs become increasingly stable and self-sufficient, the thematic electives need refinement for standards-based instruction and assessments that support the academic success of students in their core content classes. As core classes within SLCs look differently than other SLCs, the thematic electives become even more specialized to deepen student knowledge and interest in the SLC. Common Planning Time provides the time to collaborate on lessons and student achievement.

## Chapter 3 Progress Report

Critical Area #1- The administration and staff share data results with all stakeholders and develop and implement a plan to collect, disaggregate, analyze and use student performance data to modify curriculum, instruction, and assessment.

**Areas of need: The school should continue to work on establishing a process for data analysis and continue to train teachers in its use. The school should continue to use newly acquired data to better inform parents of the status of their students and their progress towards graduation.**

Findings	Evidence
<p>Data team members (includes teachers, administrators, coordinators, and counselors) participated in Decision Support System training to learn more about access district data bases</p> <p>Faculty provided with MyData training to access current and prior years data with regards to student performance (CST, CAHSEE, Periodic Assessments, g.p.a.), attendance history, and other markers like language proficiency, Special Education needs, etc.</p> <p>Increased use of data during faculty meetings and processing with instructional strategies, like “Say, Mean, Matter” and “Here’s What, So What?, Now What?”</p> <p>Increased attention to data-driven decision making for budgetary allocations and expenditures</p> <p>Training for and implementing of Speech curriculum for 9<sup>th</sup> grade English double-dosing to increase ELA scores for proficiency and above on the CST and CAHSEE pass rates</p> <p>Creation and implementation of Algebra 1A1 curriculum for 9<sup>th</sup> grade Algebra double-dosing to increase math scores for proficiency and on the CST and CAHSEE pass rates</p> <p>Creation and implementation of thematic electives to support literacy and content area standards</p> <p>Implementation of data-driven Learning Teams for English, biology, Algebra, and Geometry in 2008 and increased teams in 2009</p> <p>Meetings with district Response to Intervention and Instruction personnel for input with professional development on data-driven instruction</p> <p>Continued counselor-led Individualized Graduation Plan sessions to update students and families of graduation goals</p> <p>Weekly opportunities for advocates to meet with their FAS students about academic goals</p> <p>Weekly opportunities for Small Learning Communities to dialogue about student needs</p>	<p>Use of DSS gathered data during professional development and faculty meetings, Data Committee binders</p> <p>Sign-in and agendas</p> <p>Sign-in and agendas</p> <p>Single Plan for Student Achievement submitted in 2008-2009, mini-grants, SSC minutes, High Priority School Grant action plan analysis</p> <p>Speech curriculum, sign-ins and agendas, Master schedule of classes (CI01ENR)</p> <p>Algebra 1A1 curriculum, sign-ins and agendas, Master schedule of classes (CI01ENR)</p> <p>Syllabi from thematic electives from each SLC</p> <p>sign-ins and work products</p> <p>Cornell Notes from meetings, agendas from sessions</p> <p>Sign-ins, School-wide activity calendar</p> <p>FAS binder and implementation standards, Master schedule of classes (CI01ENR)</p>
78	Common Planning Time minutes

Progress since 2007:

Wilson faculty and staff have increased opportunities to learn how to access data and make data driven decisions based upon identified student needs. With district provided databases, all faculty can access MyData for current and previous students to inform instruction. Learning opportunities have been held during whole school faculty meetings and in small groupings by Small Learning Communities or departments. Common Planning Time has been a venue for weekly dialogue about student-based concerns including data based, identified students at risk.

Critical Area #2- The administration and staff develop the benchmarks to match the existing pacing plans for each department.

**Areas of need: District personnel should provide benchmark data to Wilson’s faculty in a timely manner in order for departments and Small Learning Communities to use that data to drive instruction. After analyzing student benchmark data, an increase in collaboration within and between departments is needed to communicate effective instructional practices. Department are in various stages in the process of establishing benchmarks.**

Progress since 2007:

Through collaborative opportunities with Professional Learning Communities, all departments refined and presented three common benchmark assessments to members of the Instructional Leadership Team. Professional development sessions have continued to be “tools-based” in order to model effective instructional strategies. The faculty-led sessions have resulted in greater willingness for the teachers to implement the practices in their classrooms. Small Learning Communities and some departments have committed to three common. Instructional Coaches have supported data-driven dialogue through professional development and classroom visitations.

Findings	Evidence
<p>Extensive work by Professional Learning Communities has been happening with departments to create and present benchmark assessments.</p> <p>Collaboration with instructional coaches (Literacy coach: 2006-2009, Math coach: 2006-2009, Social Studies Coach: 2007-2009, Science Coach: 2007-2009, New Teacher Coach:2006-2009) to increase dialogue about curriculum maps and data-driven conversations</p> <p>Tools-based professional development to support teacher practice</p> <p>Many departments have developed and implemented curriculum mapping and common assessments</p>	<p>Schedule and substitute coverage for presentations and feedback sessions, Professional Development binders, PLC agendae</p> <p>Agendas, budgets, sign-in sheets, substitute coverage logs</p> <p>Agendas and sign ins</p> <p>Curricular maps/common assessment binder</p> <p>Department meeting agenda/sign in</p>

Critical Area #3- The administration and staff establish and employ a process across the curriculum to improve students' performance on state tests.

**Areas of need: Wilson High School should continue utilizing data analysis to determine the programs' success on CST and CAHSEE. Analysis of benchmark exams across the curriculum should be used to determine mastery of standards in preparation for CST exams. The merger of the WASC action plan and Single Plan for Student Achievement would strengthen Wilson's focus regarding student performance on state exams.**

Progress since 2007:

Common Planning Time has been embedded into the Master Schedule beginning in 2008. Most core teachers (ELA, math, science, and social science) meet twice a week with their lead teacher(s), counselor, administrator, and SLC teachers to focus on SLC student needs, business, and instructional issues. The first year of implementation of Common Planning Time was used with various degrees of efficiency and effectiveness by SLCs. The second year has been more focused with common tasks, timelines, and expectations.

To support the development of Professional Learning Communities, Wilson High School faculty have participated in on-going training in Adaptive Schools. The work of Adaptive Schools allows for common language through norms of collaboration and a triple-track approach for professional development: content, process, and group development. One of Wilson's faculty members is an Agency Trainer for Adaptive Schools and provides support for collaborative skill building through informal and formal settings at no cost to the school. Adaptive Schools processes have been vital in providing structures for collaboration and provide a foundation from which increased student achievement is being marked.

Wilson High School has continued working on improving student achievement on the CST and CAHSEE by embedding intervention courses into the Master Schedule since 2008. The courses provide time during the school day to focus on skills needed for ninth-grade success in ELA and Algebra. Tenth graders receive embedded intervention for geometry. Decisions were driven by the CST and CAHSEE performance data. The faculty has grown more aware of the SPSA and its collective focus of our action plans for budgets towards student achievement. Submissions, approvals, and expenditures of school-based mini-grants showcase various stakeholders in pursuit of targeted student intervention and support. Many Small Learning Communities have embraced data as a means of providing specific intervention for their students.

Findings	Evidence
<p>School wide double-dosing for 9<sup>th</sup> graders in English and Algebra and 10<sup>th</sup> graders for geometry provides intervention during the day to address the school's low CST and CAHSEE performance.</p> <p>School wide CST preparation questions done period by period prior to 2008 CST test</p> <p>SPSA was streamlined to include WASC and school programs/budgets like QEIA, Title 1, EL, etc.</p> <p>Speech curriculum and on-going training provided to 9<sup>th</sup> grade ELA teachers for intervention class</p> <p>Algebra, Geometry, Biology, and ELA Learning Teams created and implemented lessons that were based on student data trends on CST and CAHSEE</p> <p>Increased intervention in the school day by Small Learning Communities</p> <p>Increased structures for collaboration</p>	<p>Master schedule/CL01ENR</p> <p>Copies of test questions</p> <p>2008-2009 SPSA and mini-grant applications and expenditures</p> <p>Speech curriculum</p> <p>Learning Team work products and sign-ins</p> <p>Sign-ins for homework clubs at lunch and after school homework assistance by SLC</p> <p>Adaptive Schools sign-ins, common planning time artifacts (agendas, minutes, overview, etc) , professional development flow chart, and master schedule, Small Learning Communities binders</p>

**Critical Area #4-** The administration and staff develop and implement a plan that addresses the need for enhanced curricular and instructional rigor in academic content areas.

**Areas of need: Wilson High School should evaluate the impact of professional development on curricula and academic rigor. Staff should examine and link ESLRs to their graduation goals and formalize a school wide vision statement that is shared by all stakeholders. Wilson High School should continue to analyze student success on benchmarks and assessments and their connection to the content pacing guides. Social Studies should create benchmarks.**

Progress since 2007:

In 2007-2008, Wilson began a partnership with the Institute of Research and Reform in Education to implement their First Things First (FTF) reform. One component of FTF was Instructional Improvement which focused on a concept of Engagement, Alignment and Rigor (EAR). The leadership team received over 40 hours of training on a technology-based visitation tool called Measuring What Matters (MWM) to collect data about EAR. The faculty participated in numerous sessions about EAR. Faculty members began to form a common understanding of academic rigor. Wilson used MWM for two years to collect data about classroom teaching and student learning. MWM was not received well by the faculty partially due to its percentage-based system , yes/no responses, and handheld devices used by visitors that felt evaluative to teachers. The Instructional Leadership Team did MWM visits twice a month. Due to the technical and logistical and attitudinal challenges of MWM, along with discontinued funding for FTF, a substitute strategy, Wilson Walks, was re-instituted in 2009.

Wilson Walks are based on the California Standards for the Teaching Profession. The Instructional Leadership Team does weekly Wilson Walks. Other methods for addressing classroom instruction has been school wide classroom visits and abridged lesson study sessions via a Tuning Protocol

during Common Planning Time. With Learning Teams, groups of teachers have been implementing data-driven instruction. The rise of Learning Teams from four to seven also shows the growth of the faculty's understanding and ownership of data-driven instruction. Wilson's status as a National Demonstration Site for AVID in 2007 has led to the current status as a pilot site for school wide AVID. The success of AVID students and teachers has been due to its strength on instructional rigor and data-based decision making. Wilson's desire to increase opportunities for academic rigor is also shown in our designation in 2009 as a candidate school for the International Baccalaureate's "Middle Years Programme." IB's international standards for thematic instruction through formative and summative assessments provide an umbrella for teachers with regard to curricular foci and student achievement. The mission and vision of Wilson High School has been a collaborative crafting of multiple initiatives and the "Mighty **M-U-L-E-S** Pac-5" (see attachment) has emerged as an acronym to support student achievement through positive behavior expectations.

Findings	Evidence
<p>Algebra and Geometry Professional Learning Communities met monthly to look at student performance</p> <p>Learning Teams completed a 7 step protocol for lesson design, implementation, and reflection based on student needs</p> <p>Measuring What Matters training for the Instructional Leadership Team and faculty</p> <p>Weekly Wilson Walks</p> <p>Instructional goal set by leadership to increase the academic rigor and expectations for students.</p>	<p>Agendas and sign-ins</p> <p>Agendas and sign-ins , meeting artifacts</p> <p>Agendas and sign-ins</p> <p>Agendas and sign-ins, copies of completed forms</p> <p>Designation as an AVID National Demonstration Site in 2007, selection as a school wide AVID pilot school, and Submission and approval of International Baccalaureate application in 2009</p>

Critical Area #5- The administration and staff determine ways to implement the school's technology program into the curriculum as a source of support for instruction and learning despite the physical and fiscal barriers encountered by the school.

**Areas of need: Wilson High School staff should continue developing ways to integrate technology into the curriculum to support instruction. The school should continue development of the online curriculum as a way for students to earn credit and gain access to AP classes.**

Progress since 2007:

Increased expenditures for LCDs, laptops, software, and conference registration fees, have supported teacher integration of technology into the curriculum. The library has a ceiling-mounted data-video projector to provide instructional support to the librarian, classroom teachers, and trainers. Another addition to the library is the purchase of "Accelerated Reader," which has allowed for data-driven literacy intervention and computer-based assessments. Several thematic electives in the master schedule focus on understanding and applying technology. The ninth grade ELA intervention

class (Speech) incorporates technology-based lessons and Power Point presentations for lesson delivery and student projects. Teachers continue to explore the district’s LAVA (“Los Angeles Virtual Academy” online AP) classes.

Parents in the Parent Center have purchased netbooks and data-video projectors in order to increase their technological knowledge through interactive workshops led by one of Wilson’s Community Representatives to better enable parents to support student learning activities. The Parent Center is located within the Welcome Center. All students who register after the beginning of the school year must go to the Welcome Center and view an interactive Power Point presentation on the SLC link of the Wilson website. The Power Point presents information about all of the Small Learning Communities and explains the process for selection and placement. The Power Point sets the tone for the new students that technology and Wilson website is integrated into Wilson activities. Additionally students all have district internet accounts enabling access to school site based technologies and to the Wilson Website resources from off-site.

Findings	Evidence
<p>Increased technology expenditures and receipt of QZAB grants have provided additional resources for students</p> <p>Thematic Electives and Speech course in the SLCs have increased technology integration into classroom instruction</p> <p>Increased use by faculty to communicate in online forums about lessons</p> <p>Integration of two computer-based instructional (CBI) modules into professional development to provide content instruction and model technology usage</p> <p>Computer-based literacy intervention</p> <p>Student use of technology is included in the registration process</p>	<p>Upgrade of rm. 326 to a business laboratory, construction of 100 and 105 provide Smartboards and computer applications</p> <p>Syllabi, course materials, Microsoft Office Certification class, Exploring Computer Science course</p> <p>Attendance and presentations to technology conferences and two faculty to International Baccalaureate, Level 1 Technology training</p> <p>Copies of both CBI modules (progressive discipline and thematic instruction) and agendas</p> <p>Accelerated Reader accounts and invoices, Read 180</p> <p>Website-based SLC selection Power Point</p>

Critical Area #6- The administration, staff, and students discuss, develop and implement a plan to address the issues of student attendance and tardiness.

**Areas of need: Wilson High School should continue to work on increasing student attendance.**

Progress since 2007:

Wilson High School has continued working on student attendance. With the administrator of Attendance, Pupil Services and Attendance counselor (PSA), and electronic ticket machine, tardy sweeps have become a structure for accountability. Posted lists and assemblies are examples of how Wilson recognizes students with exemplary attendance.

Small Learning Communities have also established ways of addressing student attendance. The PSA counselor has presented attendance specific to an SLC during Common Planning Time. Contiguous space for each SLC was developed and established to provide continuity of space to increase personalization. The proximity of classes decreases tardiness.

Findings	Evidence
Implementation of tardy sweeps and policy for consequences	Map and schedule for tardy sweeps, Attendance Committee binders
Increased awareness of SLC faculty regarding attendance	SLC-specific data about attendance presented by the PSA, recognition assemblies, lists
Preventative measures taken for tardiness on a large campus	Map of contiguous space with class-time supervision schedule for campus aids
Attendance and other areas of student responsibility are regularly discussed during FAS	FAS lesson plans/teacher and student interview responses